



EF ACADEMY

International
Boarding Schools

Language Policy

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Philosophy

First language also referred to as “mother tongue” by the IB, “denotes the language learned first; the language identified with as a ‘native’ speaker; the language known best; the language used most.” (Learning in a language other than mother tongue in the IB Programmes).

First language is intrinsic in the development of a child’s personal, social and cultural identity. Furthermore, it assists in the development of their critical thinking and literacy skills. Such skills become the foundation when students transfer to an additional language. EF Academy, recognizes the importance of fostering students’ first language, and offers students the opportunity to study IB Literature A through in their first language.

EF Academy shares the IB values of language learning, and promoting and fostering intercultural mindedness. “The overarching aim of these courses is to provide students with the opportunity to acquire or develop an additional language (or languages) and to promote an understanding of other cultures through the study of language.” (Guidance for studies in language and literature and language acquisition courses). EF Academy empowers students to embrace learning an additional language or further developing proficiency in an additional language, and encourages them to use it as a tool that aids in building new relationships and experiences.

Considering that English is the language of instruction at our school and the local language, students are completely immersed in English to enhance both academic registers and social language skills (i.e. BICS and CALP). Students forge networks within the US providing them opportunities for internships and jobs in hopes of remaining in the US for university and potentially their careers. A wonderful advantage for scholars are the friendships they forge for life, English being their common mode of communication.

One of the biggest advantages of our school location is our proximity to NYC. Each year all students have the opportunity to immerse themselves in New York culture and learn about Art, History, Science, Geography, and have the opportunity to attend world famous institutes of art and performance. EF Educators are both US Nationals and Expats providing a blend of perspectives about American culture and history to our scholars, engaging them in inquiry-based discussions to arrive at their own conclusions. More specifically, these opportunities occur in field trips, enrichment activities, through CAS experiences and projects, TOK, and our Advisory program. Through intentional collaborative curriculum planning, educators expose students to a variety of genres and authors representing the regional language and culture of our host country. Residential leaders plan enrichment opportunities on campus to immerse students in traditional American festivities such as: cultural holidays and special meals.

Language Profile

EF's linguistic profile is multilingual, complex, and diverse. EF Academy New York accepts students from varied linguistic backgrounds. With a student body comprising more than 50 nationalities. Students at EF speak 31 different mother tongue languages. English is the language of instruction at EF in which most if not all communication and access to the curriculum occurs. 52% of students at EF are assigned to EAL and English B. Many students at EF are multilingual and live in multilingual households. Given the complexity of EF's linguistic profile, we acknowledge the importance of supporting and developing the instruction of English at EF. The support and development of English within the school is paramount so as to ensure, as much as possible, fair inclusion and equity of access for all our students to programs offered at EF. English language learning is understood to be the responsibility of all teachers at EF.

Collaborative Planning

At The IB Diploma Program level, 11th and 12th grade, teachers also take the online and face-to-face training offered through The International Baccalaureate Organization, in addition to roundtables hosted as EF Academy. Both new and current teaching staff are not only able to improve their teaching strategies and techniques, but they also have a greater opportunity to share their collaborative learning experiences, to network and share best practices and teaching ideas, to exchange ideas on engaging students, and to discuss classroom management practices; they have valuable personal interactions with colleagues from all over the world. The teachers at EF Academy are encouraged to attend category 1, 2, and 3 face-to-face or online workshops that run throughout the year by registering on the IBO website.

These professional development opportunities are important not only because they enable the teachers to acquire the background knowledge, skills, and attitudes needed to effectively teach students who speak English at an advanced level, but they also cover effective strategies that enable experienced and novice teachers to teach ELLs (English Language Learners).

Further, our school's Department Heads also schedule cyclical departmental meetings to go over elements that make EF Academy everyone's school. These cyclical meetings also reinforce the essential elements that make great IGCSE and IB teachers. They highlight effective instructional models, assessment strategies, approaches and teaching practices used in teaching all language skills, teaching large and small groups of learners from a range of backgrounds, abilities and ages, and recognize the psychosocial problems involved in second language acquisition and development. This supports our educators to implement a variety of successful instructional approaches and strategies that motivate all students to learn and feel welcomed in an environment where diversity is respected and valued.

Collaborative planning at EF includes, but is not limited to:

- The faculty meeting calendar provides regular planning time for teachers to collaborate.
- Teachers hosted and collaborated on GIBS roundtables in Fall of 2020.
- Teachers collaborative plan units in ManageBac
- Academic deans regularly observe classes and have reflection discussions with teachers.
- Teachers need to observe each other or work together on an action research project as part of their appraisal process
- Teachers had PD where they collaborated on unit planning and assessments using UBD principles.

Teaching & Learning

IB Group 1 - Studies in Language and Literature courses

EF Academy embraces the cultural diversity in our student body. We see the multilingual student's complex language range as a resource rather than a deficit. Language teachers at EF aim to leverage the language practices of our multilingual students and community. We take a translanguaging stance in our classrooms, allowing students to deploy their full linguistic abilities, and not just the particular language(s) that are officially used for instructional purposes at EF Academy. In doing so, students develop their metacognitive linguistic awareness of the ever-shifting contours of language and literacy. To support the continual development of first-language and literacy, we offer literature courses in nine languages, including English. These courses are taught by educators that have a native level of fluency in the languages listed below. Our current Group 1 offerings are:

English - Literature HL, Language and Literature HL

Chinese - Literature SL/HL

Portuguese - Literature SL/HL

German - Literature SL/HL

Russian - Literature SL/HL

Italian - Literature SL/HL

Spanish - Literature SL/HL

Korean- Literature SL/HL

Vietnamese - Literature SL/HL

For those students whose First language is not listed above, we provide them with the option to take Self-Taught Literature A at the Standard Level. Thereby, these students continue to study in their first language under the guidance of a literature teacher. A student may choose to take a Group 1 English course at the Higher Level if the student demonstrates a very high performing level in written, spoken and read English skills.

IB Group 2 - Languages Acquisition courses

EF Academy also encourages students to either acquire a new language at the Standard Level or to continue to refine their language and critical thinking skills in a Language B Standard or Higher Level course. EF Academy knows that learning an additional language also helps our students improve their communication skills and

intercultural understanding. Therefore, we offer seven different courses to meet the interest and proficiency level of our students. Our current Group 2 offerings are:

French Ab Initio SL
German Ab Initio SL
Mandarin Ab Initio SL
Spanish Ab Initio SL

English Language B SL/HL
French Language B SL/HL
Spanish Language B SL/HL

Differentiation in Teaching and Learning

At EF Academy, we recognize that every learner is unique, has different interests, preferences and needs. Student applicants are placed in courses based on their score in the Common European Framework of Reference for Languages (CEFR). We use IBO's published guides for placing these students in the appropriate language level courses.

At EF Academy, we use multiple strategies and resources, including technological tools, to attain students' attention and keep them engaged as they learn and demonstrate their learning. Examples of strategies used in the classrooms are the flipped classroom model, incorporating multiple intelligences in our lessons and providing student-choice in learning activities and assessments. Technological tools such as Quizlet, Kahoot!, and Edpuzzle provide students the opportunity to take ownership of their learning and self-assessment. Other examples of resources that assist students in their learning are visuals, modeling, graphic organizers, and mnemonics. Students who struggle with the rigorous demands of the linguistic register of their assessments are supported by the Learning Lab and in-class one-on-one attention.

This year, we have been using the SIOP model to guide specific teachers in their lesson planning and delivery to address the needs of our EAL learners in the subject classrooms. SIOP trained teachers have been working directly with select teachers this year in high-needs classes. Our vision is to expand this intervention through targeted PDs and expanded direct instruction. Over the next five years we will increasingly train more of our teachers who can then, in turn, train others so that the whole school is using the SIOP model to support our students in their language learning.

Through this intervention we aim to improve student learning by clarifying the language objectives as well as content objectives for each lesson. This requires teachers to plan for specific curricular aligned outcomes as well as language outcomes for each lesson. Teachers use the UBD model to plan their units and the SIOP method ensures that language objectives permeate the planning process from units all the way to daily lessons. Beyond the planning process, teachers using the SIOP method will design lessons that are differentiated for all language levels in their classrooms.

IB Groups 3-6

At EF Academy our students come from all over the globe and have different language abilities. Teachers have to both: differentiate for these varying language levels and also use strategies to teach subject-specific vocabulary. These strategies include but are not limited to:

1. Self-paced and flipped learning in the classroom
2. Language scaffolding, graphic organizers, and visual displays are utilized
3. Inclusion of language and learning objectives in daily lessons
4. Immersion into subject-specific language
5. Writing samples and models
6. Texts and supplementary readings have embedded language supports
7. Explicit instruction of key vocabulary

EAL Program

Overview

EF Academy strives to create an inclusive environment for all English Language Learners (ELLs) through which they simultaneously develop and strengthen their language and academic ability. We offer 5 EAL skills-based courses adapted to English proficiency levels as well as EAL language and literature courses. We provide extra support for our lower proficiency ELLs through our EAL Resource Room and provide push-in support for selected mainstream classrooms. Through our conceptual and inquiry-based pedagogy, we design real-world scenarios where our students use their critical thinking skills and cultural awareness to become globally-minded, competent communicators.

Curriculum

COURSES:

**ENGLISH AS AN ADDITIONAL LANGUAGE - (Levels I, II, III & Resource):
GRADE 9 / 10**

CEFR Levels:

CEFR of A2 will take EAL I
CEFR of B1 will take EAL II.
CEFR of B2 will take EAL III.

COURSE DESCRIPTION:

The main focus of our EAL courses is to develop English language skills through reading, writing, speaking, listening, viewing and presenting. Students will develop an awareness of grammatical structures used in informal and formal communication and will build academic vocabulary to prepare them for other disciplinary courses. Students will learn how to conduct a research project, write academic essays, and give formal presentations. Throughout the course, students will gain awareness of how language helps them to become better critical thinkers

and globally-minded citizens. Each level will build upon the previous level as students continue to gain proficiency in English.

LANGUAGE & LITERATURE I & II:

EAL I students - enrolled in L&L I.

EAL II students - enrolled in L&L II.

EAL III students - enrolled in English Literature

COURSE DESCRIPTION:

The main focus of our Language & Literature courses is to explore theme-based topics and concepts through a variety of print and media sources including literary and non-literary texts. Students will develop their reading skills beyond simple comprehension, learning to carefully analyze and evaluate texts. They will build upon vocabulary as they read across different genres and styles. Students will write for diverse audiences developing their organizational skills, word choice, voice, and fluency while continuing to foster the use of proper English language conventions. The overall goal of the course is to foster a love of reading and writing.

ENGLISH AS AN ADDITIONAL LANGUAGE: GRADES 12

CEFR Levels:

CEFR of B1+ (46 on the EFSET) needed for EAL 12/IB English B SL

CEFR of B2 needed for IB English B HL

COURSE DESCRIPTION:

These language acquisition courses focus on developing English language skills, as well as supporting critical and creative thinking. Students will learn and use a wide range of reading and writing strategies through exploring and responding to a variety of text types. We will also focus on strengthening communication and listening skills through various activities and projects. This is primarily a student-centered course, so students will have a role in their learning process and will work independently as well as collaborate on group projects. By constantly engaging in valuable and challenging learning experiences, students will prepare for the rigorous demands of a university as well as future careers.

EAL RESOURCE ROOM:

This course is designed to support our EAL students in their core courses such as math, science, and humanities. As we aim to provide the most inclusive environment for all students, we understand that as students continue to acquire English, they may still need extra support along the way. In the EAL Resource room, students will work individually, in small groups, and one on one with an EAL

Specialist on coursework from their core classes. Emphasis is placed on building academic vocabulary and writing support. EAL Specialists work with content teachers to ensure the students are getting the pre-teaching and re-teaching they need to have equal access to the curriculum.

EAL SPECIALIST SUPPORT:

EAL Specialists work with mainstream classroom teachers to provide in-class support for our EAL students. Teachers collaborate to find the best strategies to help reinforce course content with language support. Push-in, resource, and classroom teachers work closely together to monitor English Language Learners' progress and ensure they are getting the necessary support to achieve success in the mainstream classroom environment.

AIMS for all EAL courses: (aligned to IB philosophy)

Through conceptual and inquiry-based learning, these courses aim to encourage students to:

- gain proficiency in an additional language through reading, writing, listening, and speaking
- develop a respect for language learning and cultural awareness
- develop the student's communication skills necessary for further language learning,
- enable the student to develop multiliteracy skills
- enable the student to recognize and use language as a vehicle of thought, reflection, and self-expression
- enable the student to understand the nature of language and the process of language learning
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures
- foster curiosity, inquiry, and a lifelong interest in, and enjoyment of language learning.

GUIDING PRINCIPLES: (Adapted from TESOL International Association & WIDA Guiding Principles of Language Development)

- Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life.
- Teachers use comprehensible input to convey information to students.
- Teachers check student comprehension frequently and adjust instruction according to learner responses.
- Teachers provide ongoing effective feedback strategically.
- Teachers engage and collaborate within a community of practice

- Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication
- Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts
- Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning

Entry requirements				Grades	
TOEFL (IBT)	IELTS	EFSET	CEFR	Grade 8, Grades 9 and 10	Grades 11 and 12
0-11	0-1.5	0-5	A1		
	1.5-2.0	6-10			
12	2.0-2.5	11-20			
13-14	2.5-3.0	21-30			
15-16	3.0-3.5	31-35	A2	Start grade 8 and grade 9 with EAL support	
17-18	3.5-4.0	36-40		Start grade 10 with EAL support	
19-33	4.0-4.5	41-45	B1	Start grade 8 and grade 9	
34-63	4.5-5.0	46-50		Start grade 10	
64-70	5.0-5.5	51-53	B2	Start grade 11 IB Diploma or A Levels**	
71-80	5.5-6.0	54-56			
81-92	6.0-6.5	57-60			
93-104	6.5-7.0	61-65	C1		
105-109	7.0-7.5	66-70			
110 +	7.5 +	71 +	C2		

*Two IB certificates: Eng B SL and Native Language A/School Supported Self-Taught native language (SSST)

** Please note that in addition to English level, math level, attendance, and grades are factors affecting chances of success on the IB

Assessment

Educators at EF Academy are responsible for teaching language skills in every discipline. Through formative and summative assessed work, students develop their receptive, interactive, and reproductive communication skills. Through targeted professional development educators identify areas for improvement in students' linguistic skills and use this data to develop language objectives for each lesson.

Through collaborative unit planning, teachers of the same courses are expected to utilize the same summative assessments but have the flexibility in their formative assessments to differentiate for the various language needs in their individual classes.

As per the Academic Honesty Policy, students are held into account for developing authentic work. As EF Educators receive more PDs for language supports, students' language skills increase therefore decreasing the occurrences of Academic Dishonesty.

Please refer to the assessment policy for more details.

EF Standard English Test (EFSET)

The EFSET Certificate is a 50-minute adaptive test which consists of a 25-minute reading section and a 25-minute listening section. The adaptive nature of the test ensures that the difficulty of the test will be adjusted to the test taker's ability level as he/she proceeds through the test. After completion, test takers will receive a total EFSET score and individual scores for the reading and listening sections, on a scale of 100. The EFSET scores are aligned to the Common European Framework of Reference (CEFR) levels, and the CEFR level mapping are as follows:

- A1 Beginner 1-30
- A2 Elementary 31-40
- B1 Intermediate 41-50
- B2 Upper Intermediate 51-60
- C1 Advanced 61-70
- C2 Proficient 71-100

Demographic Breakdown Addendum

<p>By Nationality:</p> <ol style="list-style-type: none"> 1. Algeria - Arabic 1. Angola - Portuguese 2. Argentina - Spanish 3. Brazil - Portuguese 4. Cambodia – Khmer 5. Chile – Spanish 6. China – Mandarin 7. Colombia – Spanish 8. DRC – French 9. Ethiopia – Amharic 10. France – French 11. Georgia – Georgian 12. Germany – German 13. Ghana – Akan 14. Hong Kong – Cantonese 	<p>By language:</p> <ol style="list-style-type: none"> 1. Akan 2. Amharic 3. Arabic 4. Chinese 5. Dutch 6. English 7. French 8. Georgian 9. German 10. Hindi 11. Hungarian 12. Indonesian 13. Italian 14. Japanese 15. Kazakh
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15. Hungary – Hungarian 16. India - Hindi 17. Indonesia – Indonesian 18. Italy – Italian 19. Japan – Japanese 20. Kazakhstan - Kazakh 21. Lebanon – Arabic 22. Lithuania - Lithuanian 23. Macau – Chinese 24. Malaysia – Malay 25. Mali – French 26. Mexico – Spanish 27. Mozambique – Portuguese 28. Netherlands – Dutch 29. New Zealand – English 30. Nigeria – English 31. Norway – Norwegian 32. Poland – Polish 33. Portugal – Portuguese 34. Russia – Russian 35. Slovakia – Slovak 36. South Africa – English 37. South Korea – Korean 38. Spain – Spanish 39. Swaziland – Swati 40. Sweden – Swedish 41. Switzerland – German 42. Taiwan - Mandarin 43. Tajikistan - Tajiki 44. Thailand – Thai 45. Trinidad and Tobago – English 46. Ukraine – Ukrainian 47. United Kingdom – English 48. USA – English 49. Vietnam – Vietnamese	16. Khmer 17. Korean 18. Lithuanian 19. Malay 20. Norwegian 21. Polish 22. Portuguese 23. Russian 24. Slovak 25. Spanish 26. Swati 27. Swedish 28. Tajiki 29. Thai 30. Ukrainian 31. Vietnamese
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Approved By: Senior Academic Leadership Team

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