

Languages at UWC Thailand

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“Learning to speak another’s language means taking one’s place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people”. (Savignon, 1983)

“The need to communicate is instinctive. The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships.” (PYP Language Scope and Sequence, 2007)

1. PHILOSOPHY STATEMENT

In a world that is increasingly interconnected, the ability to speak and communicate in more than one language is both a valuable asset and a skill. Language and culture are interconnected, and the learning of another language exposes one to different cultures and ideas, and promotes mutual understanding. Because of our interconnectedness and dependency, the ability to communicate in more than one language is more important than ever in promoting international cooperation and goodwill, and in dispelling misunderstanding and mistrust.

We aim to nurture an appreciation of the richness and diversity of language. Research shows that multilingual capabilities have positive effects on general development and learning. *“Language stands at the center of the many interdependent cognitive, affective, and social factors that shape learning”*. Corson (1999) However, language does more than promoting cognitive growth; the acquisition of more than one language and maintenance of the mother tongue enrich personal growth, help facilitate international understanding and contribute to the possession of a secure cultural identity.

UWCT recognises that many of our students come from diverse backgrounds and experiences and that some may be learning in their second or third language. We endeavour to support these students in the language of instruction of the school, English, throughout the three programmes. At the same time, we provide opportunities for students to maintain their cultural identities by facilitating the study of their mother tongues. Moreover, in keeping with IB philosophy, we provide students with opportunities to acquire proficiency in a second (acquisition) language in all three programmes. Finally, we acknowledge the importance of actively appreciating the host country, Thailand, by providing opportunities to learn the Thai language and culture.

The Primary and Secondary Language Practices that form part of this Policy are working documents developed by leadership and staff from each school programme. The Practices documents outline UWCT’s linguistic and academic goals and summarise the programmes designed to help our students attain these goals. This Policy is intended to provide an overview of—and guiding principles—for language learning at UWCT which permeates the entire curriculum in a culturally rich and diverse educational environment.

2. LANGUAGE FOR COMMUNICATION

- Language empowers students to understand, interpret and be able to respond to ideas, attitudes and feelings.
- English is the main language of inclusion

Developing language-learning skills gives students the capacity to solve problems, think critically and act creatively. Information literacy and technology also provide a gateway to life-long learning and a rich range of language learning opportunities. In practice, this means that students may use their mother tongue to develop conceptual understanding or when reflecting on their learning, and then communicate their ideas in the language of instruction. (See Sect.3)

English is the main social and inclusive language of the school as it is the only language that is understood, to a greater or lesser degree, by all members of the group. Therefore students are encouraged to speak English the vast majority of the time, for example, in the cafeteria and the playground, on field trips and during after-school activities and sporting events.

3. LANGUAGE OF INSTRUCTION

- English is the primary language of instruction and communication.
- English language learners experience an enriched language-immersion education within a stimulating and creative environment to support them in the acquisition of academic and social English.
- Students may have language and learning support, as necessary, to assist them with their academic and social language acquisition.
- As language, by its very nature, is integrated into all areas of the curriculum, every teacher within UWCT is considered a language teacher
- Language provides a vehicle for inquiry and should be taught through relevant, authentic contexts.

English is the first language for some of our students and an additional language for a significant proportion of the school population. Primary and Secondary School classes are composed of students with varying levels of English proficiency.

English ECC to Grade 12

ECC to 5: English Language is taught to all students during Literacy and integrated across the curriculum where appropriate in heterogeneous classes as part of the IB Primary Years Programme (PYP).

In Grades 6 to 10: In the Middle Years Programme (MYP), students study English as a Language and Literature, or as a Language Acquisition subject. All MYP candidates are expected to study at least two languages, one of which must be English. An Intensive English Programme (See Section 5) exists for students with limited English language skills.

In Grades 11 and 12: students may study English A Language & Literature or Self Taught Mother Tongue Literature A, or Thai Language & Literature A with English B in the Diploma Programme (DP). All full DP candidates are required to study at least two languages, one of which must be English. As a graduation requirement students not taking the full IB Diploma must study one Language A course (and Language B English if their Language A choice is not English).

4. HOST COUNTRY LANGUAGE AND CULTURE – THAI

- Thai language and culture are integral to the curriculum.

The school is committed to providing opportunities for students to engage with their host country, Thailand, in an authentic and meaningful way. Interactions with members of the Thai community within the school, and in Phuket, form an integral part of the curriculum and provide genuine opportunities for students to develop and use Thai language for real purposes. Through learning more about Thai culture and society, students develop an understanding of globally significant themes. Thailand is considered to be a key platform for learning at UWCT, providing opportunities for real-life investigations and experiences. One lesson per week of Thai Language and Culture, “TLC”) is built into students’ timetables from PreSchool 1 to Grade 9, going beyond the requirements of the Thai Ministry of Education (Grade 1 - 9 only). If students join in Grade 10 or 11, they must take at least two years of TLC.

Thai Language Provision in Grades 1 to 12

Nursery: A basic introduction to Thai language is integrated into Thai Language and Culture. In Nursery they receive integrated Thai in the regular classroom.

PreSchool 1 to 5: Thai Language and Culture is taught in PreSchool 1 and 2 for 2 periods per week (ppw) and in Kindergarten 3 ppw. In Grades 1 and 2, Thai language is taught 5 ppw for Thai national students; 3 ppw for non-Thais, including TLC. In Grades 3 - 5, Thai language is taught 5 ppw for Thai nationals; 1 ppw for non-Thais that choose a language acquisition option other than Thai (focus is on TLC); 3 ppw for non-Thais that choose Thai as their language acquisition option.

Grades 6 to 10: students may choose to attend 4 periods per week of Thai Language and Literature as an alternative to either Chinese, French or Thai Language Acquisition. This is designed to accommodate both those students who wish to study the language in more depth and those who prefer to gain a functional competency in Thai. Thai is also offered as an MYP Language Acquisition course taught in phases, and parallel with Chinese and French Language Acquisition options.

Grades 11 and 12: students may choose to study Thai A (Language & Literature) as part of the Diploma Programme for 5 ppw (HL) or 3 ppw (SL).

Additionally, all non-Thai students in Grade 6 to 9 are required to study Thai Language and Culture for one period per week. In Grades 10 to 12 this requirement is dropped once the course has been studied for 2 years. Thai nationals meet the TLC requirement through an integrated approach via the Thai language course.

Thai Nationals: Students who are registered in the school with a Thai passport are required to study Thai as Language & Literature. The MYP Thai Language & Literature programme focuses on helping students build their communicative competence and awareness of Thai culture. In order for G6-G10 students to meet the requirements of the MOE students also have to follow the Thai Language and Culture course. It also prepares students for the DP Thai Language A Language & Literature course in the Diploma Programme.

5. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (*ESOL)

The ESOL programme makes provision for the needs of non-native English speakers within the school. The support offered takes various forms including 'pull-out' support, scheduled classes and in-class support. These are delivered by specialist teachers of ESOL working with small groups of students, initially to foster the acquisition of language to enable students to cope with the practical aspects of class and school life and to function socially. Once that basic structure and vocabulary are in place, our next aim is to assist students in acquiring the necessary spoken and written language to function fully in the mainstream school programme.

Student suitability and placement

Our first aim is to identify all students who need to be placed in the ESOL programme. Therefore, all applicants who do not use English as their first language at home, or have not studied at an English medium school, will be given a comprehensive assessment to determine their level of English and establish their specific language needs (See Sect. 8 - Admissions and Testing

Protocols). This assessment is conducted by an ESOL specialist and takes the form of a writing sample, and/or an on-site written, reading and oral assessment appropriate to their age. In addition, students may be asked for a writing sample in their home language to help determine their potential to take on a new language. Other considerations include the main language spoken by the child, the principal language of both parents and the student's educational background. External assessments such as MAP testing (Grades 3 - 10) may also be used. Based on the assessment results and the age of the student, recommendations of suitability are then passed to either the Primary or Secondary School Principal. Non-native English speakers are unlikely to start acquiring an additional new language unless they have achieved a pre-set level of competence in English, according to age and desired year group. This is normally attaining B2 in the Common European Framework of Reference for Languages, (CEFR) or reaching PET (Cambridge) level, phase 4.

ESOL Levels and Progression

There are currently six levels of attainment that are linked closely to the IBO Language Acquisition Phases, and follow the CEFR, from Cambridge Young Learners (Starters, Movers and Flyers), as used in Grade 1 to 5, through to Key English Test (KET), Preliminary English Test (PET) and First Certificate (FCE) as used in the Secondary School. The programme has been carefully designed to be progressive, allowing students to advance through the levels. This also provides students with continuity throughout their learning at UWCT. (See App. 1)

Course Outline

The ESOL programme specifically focuses on reading and writing (including grammar and vocabulary), speaking and listening (including phonology and function), and viewing and presenting (closely aligned with IBO subject criteria). Examinations, based on the Internationally recognised UCLES Cambridge English Language examinations, are used to assess students' understanding and progress and are administered each term.

ESOL provision in Grades 1 to 12

Grades K to 5: ESOL provision in the Primary school ensures that non-native English students have a sufficient level of English in order to participate in classes and everyday school life. Classes broadly follow the Cambridge Young Learners English curriculum and are linked, as much as possible, to the homeroom PYP units of inquiry. The programme provides opportunities for authentic communication in both academic and social settings within the school and community. Moreover, at this level, the emphasis is to generate interest, build confidence and equip students with the 'building blocks' of language.

Grades 6 to 10: Students receive support as needed in all areas of language acquisition in order to reach a high level of English language proficiency and achieve full participation in the MYP curriculum. The content and methodology of the ESOL programme reflect and relate as much as possible to the core IB subjects and to real-world issues.

Grades 11 and 12: Academic fluency in English can take several years and requires targeted support. Therefore, we extend support to students in the Diploma Programme and non-IBDP students who are non-native English speakers, including applying for additional time/Access and Inclusion provision through the IB where appropriate. For National Committee Selected students for whom English is not yet fluent enough to operate independently in the classroom, we offer English language support as far as possible given the resources available.

Intensive English Programme Grades 6-8

The Intensive English Programme (IEP) was designed specifically to support students with clear potential, but limited language skills in Grades 6 to 8. Our approach, teaching methods and materials are designed with the specific needs of these students in mind. The programme is offered in small groups for up to 12 hours per week and focuses on Intensive English. Depending on their English language ability, students may miss Language A English, Language Acquisition, and Individuals and Societies classes. Students participate in other MYP subjects and take part in afterschool activities and events, so they are still very much part of the school community. As the students' English improve, they are integrated back into Language A English, Language Acquisition, and Individuals and Societies classes as appropriate. Attending the IEP does not automatically guarantee entrance to the full MYP and students need to work hard and perform well in the assessments.

IB English Acquisition classes Grades 9-10

After successful completion of the IEP programme, ESOL students entering Grade 9 will receive on-going English support in the form of scheduled Language Acquisition English classes. As this is timetabled in the English Language & Literature block, during Language Acquisition lessons, depending upon their English Language Proficiency, mother tongue and/or nationality, these students may study Thai, French, Chinese or another Mother Tongue language. (See Sect. 7) In some cases, ESOL students may also have 'push-in' support in some mainstream subject classes until they transition to fully independent users of English.

6. ADDITIONAL LANGUAGES

- UWCT supports language development in a holistic, student-centred manner within a positive and caring environment.
- UWCT recognizes that language learning is an intellectual process that develops high-level thinking skills and concepts.
- Students are encouraged to explore and make progress towards becoming multilingual and multi-literate in order to be better able to participate in, and contribute to, the global community.

Additional languages at UWCT are defined as languages other than English, Thai and Mother Tongue courses. In addition to Thai, UWCT offers language programmes to cater for students' levels of proficiency in those languages. These are addressed through a differentiated curriculum in multi-level classes to meet the needs and interests of our students and families.

Additional language provision in Grades 1 to 12

Nursery to Grades 2: Students learn Thai Language and Culture as above.

In Grades 3 to 5: In addition to Thai, French and Chinese are the two additional languages offered in the Primary School. Students should commit to a language choice for the duration of their time in the Primary School.

In Grades 6 to 10: Students can choose to study Thai, French or Chinese language acquisition for four periods per week. In Grades 9 and 10 students English Language B classes are taught. Unless intending to take an ab initio course at the Diploma level, students should continue their

selected language(s) when they enter into the last two years of study in order to meet the UWCT graduation requirements for the High School or IB Diploma. Students are expected to reach a satisfactory level of performance in phase 4 in order to continue into Language Acquisition/B Standard Level, and a satisfactory level in phase 5 in order to study at Higher Level. (See Appendix 1)

All MYP language acquisition students are grouped into the appropriate phases in accordance with the MYP Language Acquisition curriculum. Some classes may contain two or more phases, although every attempt is made to avoid multiple phases in one group whenever possible.

In the MYP, students are considered to be ready to move into Language & Literature once they have reached a satisfactory level of achievement in Phase 5 on the language continuum in accordance with the MYP Language Acquisition guidelines. However, this is an indication only - it is up to schools to decide the minimum requirements for progression from MYP to DP language courses. (MYP Language Acquisition guide, p.6).

In Grades 11 and 12: As a result of the IB's commitment to languages in the Diploma programme, students are required to study at least two languages, one of which must be English, either as UWCT school subjects (for non-IBDP students) or IB Diploma subjects. UWCT currently offers in Group 1 English A Language & Literature and Thai A Language & Literature as well as a range of self-taught, Language A, Literature courses. In Group 2, the school currently offers Chinese B, Spanish B, French B and English B Language Acquisition, plus French and Spanish *ab initio* as Language B options for study at the Diploma Level.

The language *ab initio* course is designed for students with little or no prior experience of the language they wish to study. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language *ab initio* course should be a challenging educational experience for the student. (Prior learning. Language *ab initio* guide, p.6, IBO 2011)

It is possible for students to graduate with a bilingual diploma and students who request to do so will be reviewed on a case-by-case basis, A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria:

- a. completion of two languages selected from Group 1 with the award of a grade 3 or higher in both
- b. completion of one of the subjects from Group 3 or Group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the Group 1 language and the subject from Group 3 or 4.

(General regulations: Diploma Programme, p.9, 14.2, IBO 2014)

7. MOTHER TONGUE LANGUAGES

The term 'mother tongue' may denote the language learned first, the language identified with as a 'native' speaker, the language best known or the language most used by an individual. UWCT recognises the importance of maintaining a student's mother tongue language, particularly if it is a language other than English. This is supported by the IB philosophy that states:

"The IB has a policy of mother-tongue entitlement that promotes respect for the literary heritage of a student's home language and provides an opportunity for students to continue to develop oral and writing skills in their mother tongue while studying in a different

language of instruction". (from the IB Language & Literature Guide for the support of Mother Tongue in the Diploma Programme, p. 8. 2013)

A central part of the School's commitment to helping students to maintain or develop their mother tongue(s) is to inform parents about the importance of this maintenance or development. This can be done through meetings, presentations, booklets, websites or individual consultations and should clearly explain the resources available to parents. It is the responsibility of all members of the School to ensure that a consistent message is put across that stresses the importance of maintaining literacy in the mother tongue(s) and highlight the benefits of additive multilingualism.

Mother Tongue Provision in Grades 1 to 12

In Grades 1 to 7: Mother tongue provision is most often provided in the CCA programme, and where possible, in the regular school day. Instruction in mother tongues will be promoted and supported subject to the following conditions:

- a. The School will endeavour (where possible) to provide dedicated classroom space for the programme.
- b. The School will help parents to identify an appropriate instructor where possible.
- c. The instructors for these courses will be paid privately by the parents.

In Grades 8 to 10: School supported, self-taught mother tongue language courses (SSST) may be offered during the school day and if so, are blocked against the Language Acquisition teaching slots. Parents must obtain approval from the Principal for this to take place and once granted, must liaise with the MYP Mother Tongue Coordinator to ensure that the selected programme of instruction meets the minimum requirements of the IB and of UWCT. The coordinator will ensure that students have a space in which to learn, support with the selection of an appropriate programme, and support with reporting and assessment. Parents are responsible for securing a tutor for the class and for acquiring any teaching materials needed to deliver the course. The coordinator will also liaise with the library to provide supplementary reading material where possible.

In Grades 11 and 12: In the DP, it is through Language A: SSST Literature SL that the IB addresses mother-tongue entitlement, allowing for the study of automatically available language plus special requests. SSST's are only offered at Standard Level. The course comprises a number of prescribed reading texts, and assessment includes an individual oral commentary and an externally administered IB examination at the end of the course. Students and families are responsible for finding and financially compensating a tutor in the target language who can be of academic support over the two-year course. UWCT requires details of these tutors and will seek to validate their suitability. Where it is difficult or impossible to find appropriate tutors (for example in the case of some NC-selected students) the SSST Coordinator will explore other methods of providing support. Students will meet regularly with the School Supported Self-Taught Coordinator. The SSST Coordinator will also ensure that students are provided with the appropriate list of reading materials and will oversee the administration of all assessments. Arrangements for this course are to be made in consultation with the SSST Coordinator and the Diploma Programme Coordinator.

The Role of the Library and Resources

Mother Tongue/Home Language ("MT") books are not just books, but can be a lifeline to students and the community who are new to English and wish to continue to develop their own home language. With a school predicated on deliberate diversity, supporting a variety of MT is a challenge, but is a key to honouring the intercultural nature of our community. As such, the library

and other resources spaces aim to involve parents to do MT read alouds, help with MT book creation and procurement and get involved in other MT literacy activities across the school.

8. ADMISSIONS AND TESTING PROTOCOLS

All applicants to Kindergarten and above who do not use English as their first language at home or at school will be given a comprehensive assessment to determine their level of English, whether they should be enrolled in an English support programme, or if it is fair to accept them into the school with their current level of English. This assessment is conducted by an ESOL specialist and can take the form of a file review, a review of a writing sample, and/or an on-site written, reading and oral assessment appropriate to their age. In addition, applicants with limited English skills may, at the discretion of the ESOL specialist, be asked for a writing sample in their home language, asked to complete a non-verbal reasoning assessment and/or participate in MAP testing to help determine their potential to take on a new language.

The following guidelines will be used by the Admissions team to determine which students will be assessed by an ESOL specialist:

- The primary language spoken by the child
- The primary language of both parents
- The language(s) spoken between parents and the student
- The language(s) spoken between the parents
- The student's educational background

In the MYP, an initial placement [flow chart](#) is then used by Admissions to decide which test, if any, needs to be sat and by whom it should be assessed.

The 'UWCT Thailand English Language Entrance Expectations' document will be used to assess student suitability. (See Appendix 3)

Levels of Attainment

The ESOL programme is linked closely to the Cambridge ESOL levels and designed to be progressive. This allows students to advance through the levels providing continuity throughout their learning at UWCT. After the initial placement assessment, each student's level of competence will be diagnosed using the scale 1 to 7.

In Grades K to 5 there are 3 levels of attainment.

1. Pre A1 Starters
2. A1 Movers
3. A2 Flyers and A2 Key English Test (overlapping between the Primary and Secondary schools)

In Grades 6 to 10, there are also 3 levels of attainment.

4. Key English Test (KET) Phases 1-2
5. Preliminary English Test (PET) Phases 3-4
6. First Certificate in English (FCE) Phases 5-6
7. IELTS

Appendix 1 - The ESOL Phases

(as applied to PYP and MYP language acquisition classes)

There are six levels of attainment that are linked closely to the IB Language Acquisition Phases. This allows students to advance through the levels, providing continuity throughout their learning at UWCT. After the initial placement assessment, each student's level of competence will be diagnosed using the following phases, in context with the child's age and level of development.

Phase 1: Students who are assessed against the Phase 1 criteria are emergent communicators. They understand and respond to simple phrases, statements and questions, and can identify basic messages, facts, feelings, ideas and opinions expressed in oral, visual and written language. They are able to convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts.

Phase 2: Students who are assessed against the Phase 2 criteria are emergent communicators who understand and respond to simple spoken and written texts. They identify messages, facts and opinions, feelings and ideas presented in oral, written and visual language. They are able to demonstrate their comprehension in short oral and written form, and can interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.

Phase 3: Students who are assessed against the Phase 3 criteria are capable communicators who can understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and can show comprehension in a limited range of oral and written forms. They engage in conversation and write structured texts to express ideas, opinions and experiences in familiar and some unfamiliar situations in a limited range of interpersonal and cultural contexts. They are aware that language varies according to audience and purpose.

Phase 4: Students who are assessed against the Phase 4 criteria are capable communicators who can understand and respond to a limited variety of spoken and written texts of a non-literary and literary nature. They interpret specific information, main ideas and some detail presented in complex oral, visual and written texts. They are able to draw conclusions and recognise opinions and attitudes. They engage in conversation and write structured text to share informative and organised information on topics of personal interest and global significance. They can communicate substantial information, develop ideas and justify opinions. They identify aspects of format and style and speak and write with a clear sense of audience and purpose.

Phase 5: Students who are assessed against the Phase 5 criteria are proficient communicators who analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognise implied opinions and ideas. They respond to ideas in a wide range of spoken, written and visual texts of a non-literary and literary nature, can engage in conversations in social and some academic situations, and contribute substantial information containing relevant ideas that are substantiated with examples and illustrations. They are able to effectively and clearly to organise and express information on topics of personal and global significance. They are able to interpret and use a variety of registers

and styles to suit the context of the task. Students who successfully meet the criteria of this phase are capable of moving to Language A.

Phase 6: Students who are assessed against the Phase 6 criteria are proficient communicators who are able to express, evaluate, respond to and understand information, details and ideas presented in spoken, visual and written language in social and academic contexts. They analyse information, draw conclusions and make inferences about ideas, opinions and attitudes in a wide range of spoken, visual and written texts of a non-literary and literary nature. They engage actively in discussions in social and academic situations, contributing substantial information and detailed analysis. They organise information logically and effectively and can express themselves to a wide range of audiences.

Students will not be eligible to access a new language until they have been assessed to be competently communicating at Phase 4.

(Adapted from Table 3: MYP language acquisition global proficiency table, MYP Language Acquisition Guide, p.25 IBO 2014)

Appendix 2 Abbreviations & Definitions

Ab In.:	Ab Initio. literally 'starting from the beginning'. IB courses for those with little or no experience of a language
AL:	Additional language(s). At UWCT these are defined as languages other than English, Thai and Mother Tongue courses.
CCA:	Co curricular activity
CYL:	Cambridge Young Learners (split into 3 levels: Starters, Movers, Fliers)
CEFR:	Common European Framework of Reference for Languages
*ESOL:	English for speakers of other languages. (*the term ESOL was chosen for use in this document because it implies that students could be learning English as a third or even fourth language and not just a second. Additionally, the use 'languages' implies diversity in the range of languages spoken by the student body.)
FCE:	First Certificate English (Phases 5-6)
IELTS:	International English Language Testing System. The world's most widely used English language proficiency test.
IEP:	Intensive English Programme. (can also mean Individual Education Programme)
KET:	Key English Test (Phases 1 -2)
MT:	Mother tongue. The term may denote the language learned first, the language identified with as a 'native' speaker, the language best known or the language most used.
NC:	National Committee
PET:	Preliminary English Test (Phases 4-5)
SSST:	School supported Self Taught

Appendix 3 UWC Thailand English Language Entrance Expectations

At UWCT the primary language of instruction is English. The level of English fluency required and/or learning support that can be offered varies greatly based on a student's grade, their language exposure, and the makeup of each class.

As an international community, it is common to have a significant percentage of non-native English speakers in our student body, and as such we offer ESOL (English for Speakers of Other Languages) in a variety of forms. Our admissions testing process helps us to identify the level of ESOL or Learning Support each student requires. This information, viewed within the context of the needs of students currently enrolled helps us to decide who we can best accommodate. At the core of these decisions is whether or not we feel each student we enrol can be set up to be successful in our program.

Nursery-Preschool 2: We view every child in Nursery to Preschool 2 as an English language learner and therefore no level of English is mandatory at this grade level. A child's ability to take instruction and be a positive member of the class is our admissions focus at this young age.

Primary School: From Kindergarten to Grade 5, English language fluency for non-native speakers is assessed, and support is determined on a case-by-case basis.

Secondary School: Students entering into the Middle Years Programme (Grade 6-10) should exhibit English fluency within reach of grade-level expectations. Students who enter the Diploma Programme should be fluent in English in order to keep up with the rigour of the programme. As is the case in all other grade levels, our ability to support applicants is based on the current makeup of their grade level and the overall number of students requiring support.

For new students we will generally accept ESOL students at the following Cambridge levels:

Nursery to Grade 1: There is no conditional acceptance for this age group.

Grade 2: We will accept CEFR **Pre-A1 Starters** students. Conditional acceptance is that the student progresses to at least the CEFR A1 Movers level by the end of the academic year.

Grade 3: We may accept CEFR **Pre A1 Starters** students. Conditional acceptance is that the student progresses to at least the Mover level by the end of the academic year. We may not accept Pre starter ESOL students, instead, suggest they improve their English level and apply again.

Grade 4: We will accept CEFR A1 **Movers** students. Conditional acceptance is that the student progresses to at least reach 80% correct Independently on the Mover level test by the end of the academic year. We will not accept Pre starter or Starter level ESOL students, instead, suggest they improve their English level and apply again.

Grade 5: We will accept CEFR A1 **Movers** students. Conditional acceptance is that the student progresses to the Flyer level by the end of the academic year. We are not likely to accept Pre-starter or Starter ESOL students, instead, suggest they improve their English level and apply again.

Grade 6: ESOL students applying to join G6 are required to be at a minimum Cambridge Key English Test level (A2). Students at this level may be accepted into the Intensive English Programme, and as such will not study the full range of MYP subjects until they reach the language proficiency levels expected to access these subject areas. The Intensive English Programme may replace one or all of the following classes: English A, Language Acquisition, Sciences, Individuals and Societies.

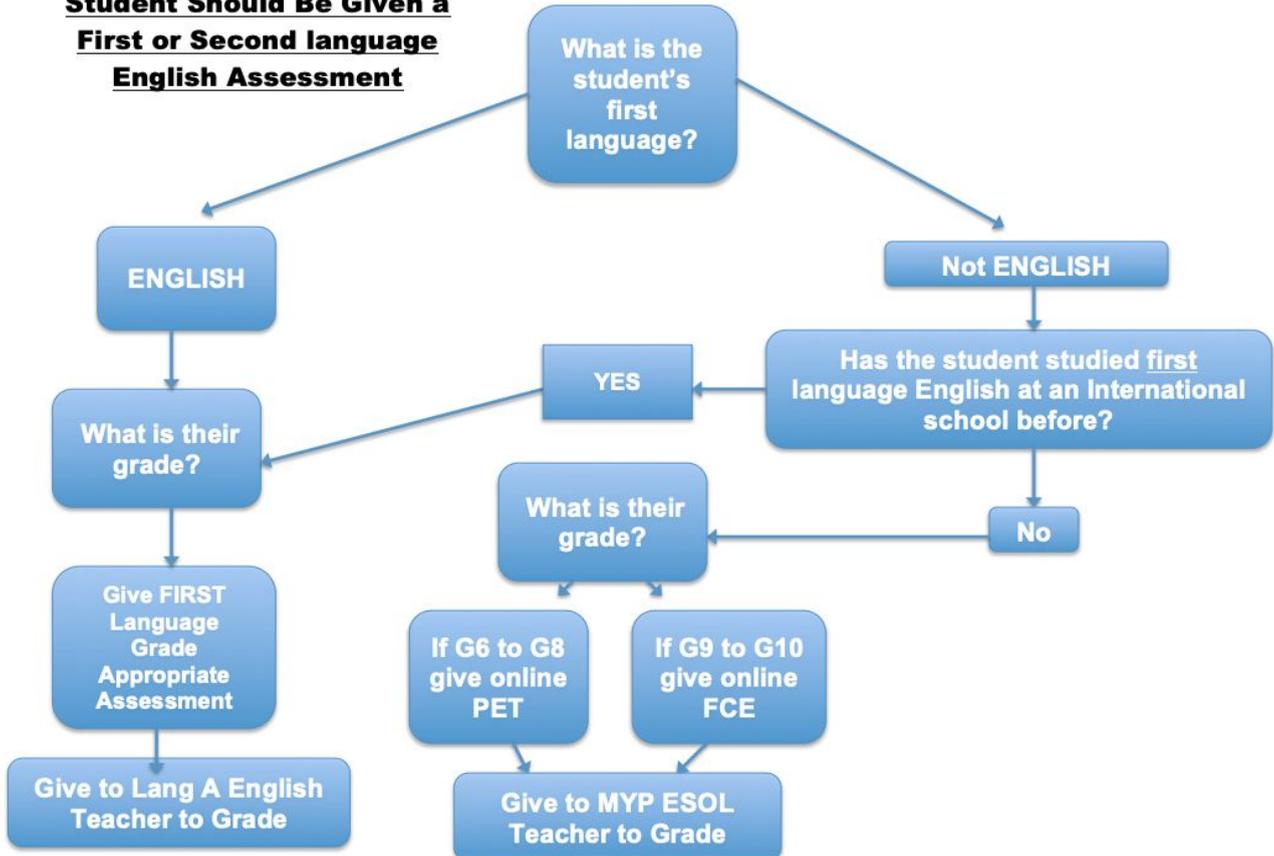
Grade 7: ESOL students applying to join Grade 7 are required to be at Cambridge Key English Test level (A2+). Students at this level may be accepted into the Intensive English Programme, and as such will not study the full range of MYP subjects until they reach the language proficiency levels expected to access these subject areas. The Intensive English Programme may replace one or all of the following classes: English A, Language Acquisition, Sciences, Individuals and Societies.

Grade 8: ESOL students applying to join Grade 8 are required to be at Cambridge Preliminary English Test level (B1). Students at this level may be accepted into the Intensive English Programme, and as such will not study the full range of MYP subjects until they reach the language proficiency levels expected to access these subject areas. The Intensive English Programme may replace one or all of the following classes: English A, Language Acquisition, Sciences, Individuals and Societies.

Grade 9: ESOL students applying to join Grade 9 are required to be at Cambridge Preliminary English Test level (B1+). Students at this level may be accepted into the Intensive English Programme, and as such will not study the full range of MYP subjects until they reach the language proficiency levels expected to access these subject areas. The Intensive English Programme may replace one or all of the following classes: English A, Language Acquisition, Individuals and Societies.

Appendix 4
Flow Chart for ESOL Assessment

Flow Chart To Show If a New Student Should Be Given a First or Second language English Assessment



References:

Corson, D. 1999. Language Policy in Schools: A Resource for Teachers and Administrators. Mahwah, New Jersey. Lawrence Erlbaum Associates.

General Regulations: Diploma Programme, IBO April 2014

IBO Guidance for the support of mother tongue in the Diploma Programme, October 2009.

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