



AARHUS
INTERNATIONAL
SCHOOL

Aarhus International School Language Policy

AIS LANGUAGE POLICY

International Baccalaureate (IB) Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

www.ibo.org

Purpose

This language policy is a working document developed by the staff and administration of AIS. The policy is consistent with the stipulated principles and practices of the International Baccalaureate (IB). This document outlines our school’s linguistic and academic goals and defines the programmes designed to help our students attain these goals. At AIS, we embrace the IB Language Tenets (2024) as a foundation of our language philosophy. These tenets guide our pedagogical practices, ensuring that our policies, procedures, and professional development reflect the spirit and values they express.

This policy is intended to provide an overview and guiding principles for language learning at AIS, which permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a statement of agreement—one to which the staff and the AIS community are asked to commit to, so our school can achieve its mission. Our philosophy of language and language learning applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, administrators, and board members. It is directly linked to the AIS mission statement and values:

<i>Our Mission</i>	<i>Our Values</i>
<i>AIS provides a high-quality international education, which enables students to become socially and environmentally responsible citizens, enthusiastic inquirers and lifelong learners in a challenging and nurturing environment.</i>	Responsible Caring Respectful

Definition and Philosophy

Language is a tool for communication, expressing our individual and cultural identity and developing throughout our lifetime. We respect and nurture all languages represented by our community at AIS and believe that all teachers are language teachers. We believe that language is an essential tool which allows students the opportunity to create an understanding and

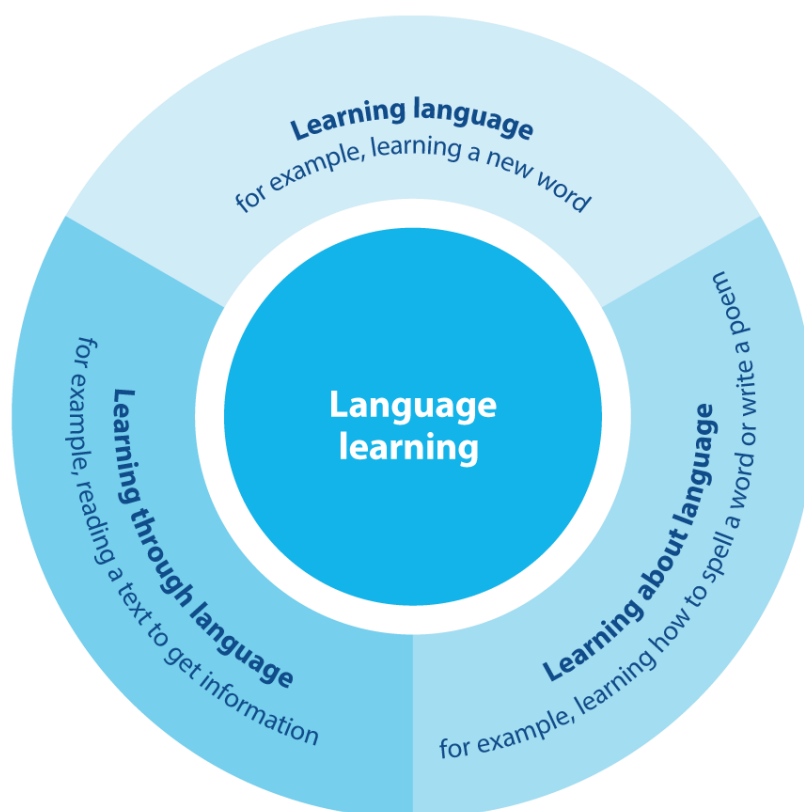
communicate with the world around them. Language is also an imperative tool in driving inquiry-based learning. We recognize that language learning is not uniform or linear and that students bring rich, complex linguistic repertoires to the learning process.

Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation.

Noam Chomsky

At AIS, we are committed to multilingualism, and we believe strongly that language is central to all learning and crucial for the development of the internationally minded person. We aim to foster in our students the ability to express themselves with clarity and confidence in at least two languages. We recognise and celebrate the importance of each student’s home language(s), as part of his or her identity and culture. We respect the language of our host country, Denmark, and aim for all students to be able to function linguistically in the society in which they live. We strive to address the needs of those students who are learning in a language other than their home languages by providing an integrated, well-implemented English as an Additional Language programme throughout the school.

We believe that language learning and teaching is very complex and is a unique process which focuses on the interaction of learning language, learning through language, and learning about language. As expressed in the IB Language Tenets, languages can be the object of study and a way for students to construct meaning and express themselves.



(Adapted from Halliday 1985, "From Principles to Practice" 2019. IBO)

Language of Instruction

The language of instruction at AIS is English. This applies across the curriculum at all levels both in PYP and MYP. The only exception to this is Language Acquisition and additional Language and Literature classes. Whilst we celebrate linguistic diversity in the community, we encourage the use of English as our common language of communication in our multilingual environment to promote social inclusivity. This includes social times of the day such as breaks, at lunch and in After School Activities. English is also the main language of communication within the whole school community and in communication outside the school, except in situations where the use of Danish is more appropriate, for example when necessary or required for collaboration with the local municipality.

Teachers in both PYP and MYP explicitly teach the language that is needed for each transdisciplinary, interdisciplinary or disciplinary unit to support the learning and the inquiry in that unit. They choose types of language usage and tier two and three vocabularies that the students will need to be successful in their inquiries and in showing their understanding. These language objectives are then embedded in the unit planning and explicitly taught throughout the unit.

Teachers also use explicit strategies in the classroom to teach the language of concepts, including strategies to understand the meaning of concepts chosen for the unit, also known as concept formation. These strategies include the use of Frayer models, concept maps, collaborative definitions and examples and non-examples to help students understand and construct meaning, ensuring that the concepts are embedded and lead to deeper understanding and internalisation. Within this approach classroom discussion and dialogue are key to promoting higher level student thinking and comprehension.

The 2025 Strategic Plan includes provision to support conceptual connections further with prioritization of library development and further expansion of the digital collection in collaboration with the local library system.

Additional Languages Across the Programmes

All PYP students study Danish from PYP4 to PYP8, as mandated by national curriculum requirements. In MYP we offer French, German, English and Danish as Language Acquisition subjects, and students must study at least one Language Acquisition subject throughout all five years of the programme. In practice, most students study English (Language and Literature or Language Acquisition), Danish (Language and Literature or Language Acquisition), and either French or German (in some cases, students study both if French or German is their mother tongue or home language). Language Acquisition students in MYP are divided into phases from one to four, which are assessed by criterion referenced objectives. Students are placed in the appropriate phase when they enter the programme, with the aim that no more than two phases are being taught in any one class. Students must achieve at least Phase 4 before they can change to another language. The library is continually developing sections for our main additional languages, French and Danish, as well as smaller sections for our secondary languages, German and Spanish which we intend to offer as part of the curriculum as the school grows. There are also a large range of dictionaries and technological resources and subscriptions available for language learning.

Home Language Development

The development of home language proficiencies is central to the whole development of cognitive skills in children. Likewise, well-developed home language skills enhance general language skills. As language is part of one's identity, the recognition of one's mother tongue and the cultural traditions and customs associated with it increase a child's self-esteem and general sense of wellbeing. We encourage all teachers to recognise students' home languages and cultural traditions and customs both in lessons and in school life.

Throughout the course of the school year and the regular implementation of the Programme of Inquiry, AIS facilitates parent volunteers who wish to support students in PYP1-3 whose home language is not English or Danish. Parent volunteers are invited and welcome to come to school and share their language with our Early Years students or participate in classroom celebrations that reflect the traditions of their cultures. Mother tongue speaking teachers and teaching assistants are also assigned to support students who are still developing language skills when they enter the Early Years programme. A local programme offers support for EU languages such as Italian, Spanish, Greek, Polish, and Dutch. The school also hosts a Japanese weekend school, and Indian languages are integrated through involvement in PYP Home Language clubs. Staff have received training in translanguaging, and students are encouraged to use their home languages in different contexts within the classroom.

In PYP4-8, students whose home language is not English or Danish have two lessons a month in available language groups, talking, reading and writing in their native tongue with a teacher or volunteer. We also host PYP4-8 assemblies which focus on celebrating and sharing home languages for our students. Current languages offered in PYP4-8 include Arabic, Bengali, Chinese/Mandarin, Danish, English, French, German, Greek, Hindi, Hungarian, Italian, Portuguese, Singhalese, Spanish, Swedish, Tamil, and Ukrainian. At the beginning of each school year, as the programme is planned, this list of languages is updated to reflect current students' home languages and the available volunteers able to offer each of the languages. At AIS we are extremely appreciative of parents and volunteer support to assist us in providing this opportunity for students to grow in their home language(s).

In the MYP, home language development is supported through various arrangements. Students with English or Danish as their home language attend Language and Literature (L&L) classes. Those who speak French or German join a Language Acquisition Proficient class and take the appropriate examination in MYP5. For other languages, AIS assists in finding suitable tutors and supports with guidance and locations.

English as an Additional Language

Providing quality education in English for children from a variety of cultural backgrounds implies that AIS is committed to the development of English language skills in all its students. Students who need to improve their language skills will receive support to assist them in their development of language skills, which will allow them to perform optimally in each class.

English for Educational Purposes (EAP) is embedded in all eight subject areas in the MYP so that academic expression and the linguistic tools needed for formal presentations, as well as subject specific vocabulary, is imparted to students to prepare them for their future academic studies.

Early Years (PYP1-3)

AIS accepts students with varying levels of experience in English into the Early Years Programme. Students new to English receive in-class support from their class teachers and ASA staff. Language development is such an important overall area of the Early Years Programme, that it is consistently modelled. As the Early Years Programme is inquiry-driven and play-based, we recognise that young children develop the foundations of language development at this stage. Representational abilities, including exposure to symbolic systems such as oral and written language, through forms of mark-making, are key domains of development for young learners. By exposing students to creative, stimulating and fun learning environments, and providing a social-emotional environment where they feel safe and secure, they are more able to make meaning of the language they are exposed to, and to begin taking steps in the process of language acquisition.

In the Early Years Programme, as students are often exposed to a new language in the school setting for the first time, scaffolds are used by all teachers and staff members to consistently support student language development. This includes strategies like question prompts, picture prompts, use of the home or family language as appropriate, visual, and practical aids (including technology), teacher modelling, pre-teaching vocabulary and translanguaging strategies (From Principles to Practice, 2019).

PYP 4-8

AIS accepts students with all levels of experience in English into our PYP4-8 Programme. To meet the needs of students new to the language of instruction, specific English as Additional Language (EAL) lessons are provided at the PYP4-8 level. These lessons are small-group and focused on scaffolding a student's process of language acquisition. By helping students learn how to make meaning from what they see and hear, they can begin building on their process of language acquisition. The goal of EAL programming in PYP4-8 is to help the students gain an understanding of the English language, so that they can fully participate in and access our inquiry-based primary programme. Beyond EAL lessons, our EAL learners also receive differentiated in-class support from their classroom teacher, and across the specialist subject areas.

The PYP EAL programme is flexible and aims to meet the needs of the individual students. An EAL student will typically receive 2-4 pull-out lessons per week, but this varies each year based upon the overall needs of the programme, the individual students involved and the available EAL support across the school. The EAL teacher will also be available to support in class, as determined appropriate by the homeroom teacher and the EAL teacher.

At AIS, the school uses the WIDA Model as our English language proficiency assessment tool and the school is a member of the Multilingual Learning Research Center (MLRC). When a child reaches an average score of 4 across the areas of language (listening, reading, speaking, and writing) on their WIDA assessment, they will "graduate" and will no longer receive pull-out EAL lessons. At this time, our recommendation is that students will benefit more from being fully immersed in the regular classroom setting, which further supports and develops the language acquisition process. EAL students will continue to be monitored and supported in their language acquisition skills in class and by the EAL Coordinator.

In the PYP, as students are focused on learning a new language as well as new content in the Units of Inquiry and other subjects, scaffolds are used across subject areas to support the students along their journey. This includes strategies like: question prompts when reading,

picture prompts for story sequencing, use of the home or family language to carry out research, visual and practical aids (including technology), teacher language and questioning, graphic organizers, demonstrations, dramatizations, breaking learning into steps, modelling by thinking out loud, pre-teaching vocabulary and translanguaging strategies (From Principles to Practice, 2019).

MYP

AIS accepts students who do not have Language A proficiency in English into MYP1-3. EAL students in all MYP classes follow an English Language Acquisition course, progressing through the phases as described above in Additional Languages. Students in MYP1-3 are placed in a Capable level class or a Proficient level class, depending on their English proficiency. Students who develop higher level English skills in the Proficient level classes move into English Language and Literature classes. The expectation is that they will be ready to fully join English Language and Literature classes as soon as possible and by MYP4 at the latest. EAL students may also receive some in-class support and co-teaching in subject areas such as Individuals & Societies and Science, when possible. In addition, all teachers are responsible for supporting EAL students in their subject areas. Strategies include differentiated work with easier language, computer-assisted content at appropriate English language levels, highlighted key words given out at the start of the lesson, an emphasis on commonly used academic vocabulary and extra support and seating arrangements for students with less English.

Host Country Language: Danish

We acknowledge and respect Danish as our host country language and culture. All students from PYP4 to MYP5 at AIS learn Danish as the language of the host country. We value Danish as a subject area and we encourage all of our students to actively participate in Danish language experiences within the school and outside in the local community. We encourage the use of Danish around the school setting, when appropriate, and we are working towards more consistency in displaying the Danish language at school.

PYP

In compliance with Danish government regulations, all students attending school in Denmark from the age of six must learn Danish. Native Danish speakers are required to meet grade-level objectives (*trinmål*). AIS is committed to raising each student's appreciation and proficiency in Danish through tailored instruction, ensuring that all students can thrive linguistically and culturally.

The AIS PYP4-8 Danish language programme is designed to meet the diverse needs of our students, offering three levels: Danish A, Danish B, and Danish C. These levels align with different curriculum outcomes to support students at various stages of their Danish language journey.

Danish A and Danish B/C operate as distinct subject areas, each guided by their own sets of curriculum outcomes:

- Danish A follows the Danish national curriculum, *dansk fælles mål*, incorporating conceptual understanding and grade-specific objectives (*trinmål*). This ensures native and near-native speakers are progressing towards the high standards set for Danish language education in Denmark. Students in the Danish A course receive five lessons per week.

- Danish B and Danish C are language acquisition courses developed locally to support non-native speakers as they build foundational and functional language skills. Danish C functions as our beginner course. Students in Danish B and C receive four lessons per week in PYP4 and PYP5, and five lessons per week in PYP 6-8.

Through careful assessments throughout the year, our Danish teachers can ensure that each student is placed in the most appropriate language level and pace, according to their experience of Danish language.

At AIS, we acknowledge that language is best learned, taught, and developed in context (IB Language Tenets, 2024). To support this, we encourage students to actively engage with their local community, joining Danish clubs or sports teams to build social connections and friendships while practicing their language skills. We also encourage families to use Danish at home, when possible, to encourage student language acquisition further.

MYP

In MYP the students are split into three groups; native and proficient speakers are placed in Danish Language & Literature classes, working towards both the appropriate MYP objectives and the Danish government objectives (trinmål), while Language Acquisition students are placed according to the MYP Language Acquisition phases (1&2 together and 3&4 together) and follow the MYP objectives. Students who attain Phase 5 may have the option of joining the Language and Literature classes. Students are sometimes moved between the three classes at the end of a semester, as appropriate.

General Description and Definition of Danish Levels

Danish A

MYP Language & Literature

The instruction will be aimed for the students to be able to take the Danish exit exam (den danske afgangsprøve). The teaching and all instruction take place exclusively in Danish and is based on the curriculum for the subject Danish in Folkeskole aligned with the objectives for MYP Language and Literature.

Danish B

- MYP Language Acquisition Capable and Proficient Levels

The instructional language is primarily Danish. The teaching and learning, based on the acquired competences in Danish C, is aimed to further develop the students' skills in understanding and applying spoken and written Danish. Students in Danish B are expected to be able to engage in conversations about known and unknown situations, both orally and in writing, depending on their age. The students must acquire the initial knowledge of academic Danish concepts.

Danish C

- MYP Language Acquisition Emergent Level

The teaching will allow students to acquire skills in understanding and applying both spoken and written Danish. The instructional language in Danish C lessons is English. The teaching develops the students' awareness of language and language acquisition and

emphasizes Danish culture. The teaching will assist students in developing the skills necessary to be able to enter basic communication situations, with a focus on:

- Everyday language
- Basic communication situations
- Beginning language conventions

Professional Development

AIS has an expectation that all teachers are language teachers, therefore encourages and supports extensive Professional Development in language teaching and learning. Some Professional Development sessions are offered in-house and focus on effective use of language in general teaching, while others may be run by the EAL department, to give specific guidance to class and subject teachers on the needs of EAL learners. After School Activity instructors may also be invited to attend some of these EAL sessions. In addition, the EAL support and co-teaching model gives teachers help and guidance in how to teach EAL students effectively. All teachers at AIS attend onsite, online, and face-to-face IB workshops, many of which cover aspects of language teaching. External consultants are sometimes brought in for specific training opportunities and longer, sustainable professional development, focused on growing practices in the classroom. Opportunities are explored for online and face to face courses and webinars on the teaching of EAL students and for host country language teachers to access local best practice sharing events and courses for developing their teaching, when possible. In all cases of Professional Development, we strive to provide opportunities to share knowledge within our Professional Learning Community and to support each other in our work to support language development in all AIS students.

Language Conventions

Spelling and written communication at AIS will use British written conventions. However, within each class, students and teachers may use the written convention for whichever version of International English they are accustomed to, assuming they do so consistently.

The school font is Cambria size 12 for all written communication in digital format.

Students and teachers at AIS use the MLA conventions for referencing and citing sources.

Involvement From Parents/Guardians

As an IB World School, parents are an integral part of our community of learners and their role in language learning is crucial, as they are also all language teachers from the first moments of their child's life. The Parent Teacher Association (PTA) at AIS is involved with raising money and buying resources in all languages for our library, when needed. Parents are also involved in teaching, volunteering, and referring teachers for the home language programme. Parents are also involved with the volunteer reading programme in PYP and helping with translation and interpretation where necessary.

Links to Other Policies

Admissions – Students are accepted into Aarhus International School from all linguistic backgrounds and contexts. The only exception to this is in MYP4 & 5. AIS does not accept students with limited English experience (lower than an average of 4 on the WIDA assessment scale) into these grade levels because it is not possible for them to access the curriculum fully at this level and prepare for eAssessments at the end of MYP5.

Inclusion - Students with specific challenges in literacy are given extra support to strengthen foundational reading skills. English language learners with identified additional challenges receive specialised, individual, targeted support.

Academic Integrity - Students and teachers at AIS use MLA conventions for referencing and citing sources and receive explicit instruction on using relevant tools.

Assessment – As discussed in the individual sections above, students are assessed on their language level in all main taught languages when they enter the school and at several points throughout their time at AIS. These internal assessments help the school to place students at the most appropriate level for each individual student.

Review and Revision

This policy will be reviewed by the whole teaching staff according to the AIS Policy Review Cycle. It will be revisited and revised as necessary outside of the official review, in line with latest updates and guidance from the IB and changing circumstances in the school.

Next review: Spring 2027

Appendix 1: Framework and Expectations for Teaching Academic Language

Background and Theory

Language wraps itself around, in, through and between everything that we teachers and learners do in the classroom. (Ritchhart 2002: 141)

What is an IB education? (IB 2013) explains the ideals that underpin the IB programmes. It identifies the development of multilingualism for all students as an essential characteristic of an IB education (IB 2013: 6). The current thinking around language learning emphasises multilingualism above bilingualism and challenges the simple assumption that students have a native language and second/third/fourth languages. Students can think, speak, read, write, and understand in a range of different languages to a range of levels and competencies and their vocabulary is constantly evolving and growing in many ways.

Multilingualism is: ‘an individual store of languages at any level of proficiency, including partial competence and incomplete fluency, as well as metalinguistic awareness, learning strategies and opinions, preferences and passive or active knowledge on languages, language use and language learning/acquisition.’ (O’Laoire and Aronin 2006: 17–18)

One aspect of developing multilingualism is the important field of cognitive academic language proficiency (CALP), a term coined by Jim Cummins in 1979 to refer to the language necessary for cognition in the academic discourses in subjects such as sciences or individuals and societies. All teachers need to understand how to develop and foster students’ linguistic skills in their subjects and grow in their abilities to be language teachers. This is important as the IB is clear that ‘all teachers are language teachers’ ((IB 2011: 25)

A framework for developing CALP

The document Language and learning in IB programmes (IB 2011: 28) describes a pedagogy based on the work of Jim Cummins for developing CALP across the curriculum.

It identifies four essential dimensions as follows and as illustrated in figure 1, “the language and learning cycle of good practice”.

- Affirming identity
- Activating and building background knowledge
- Scaffolding learning
- Extending language

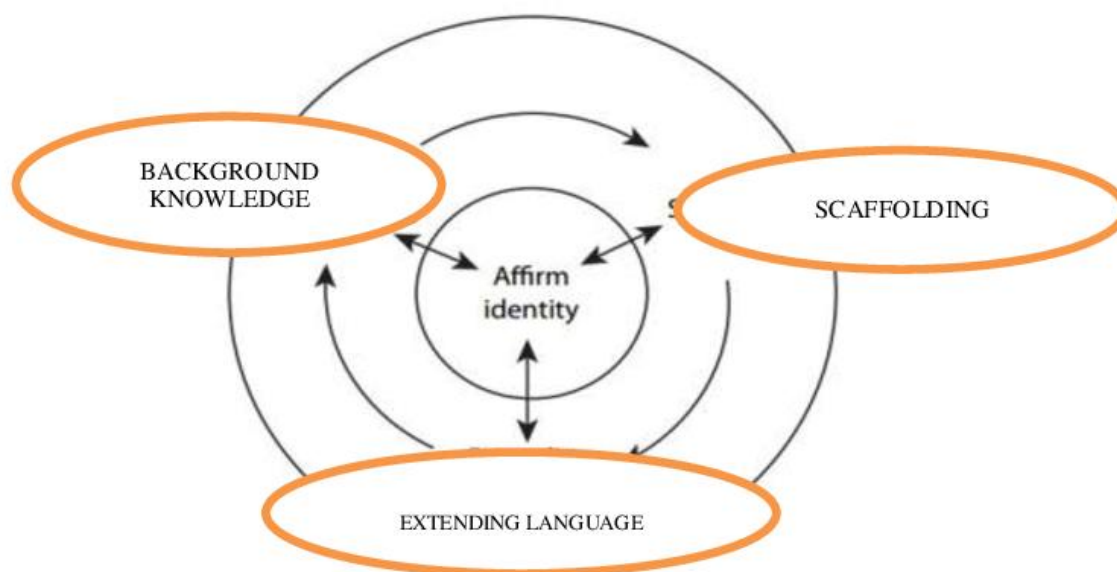


Figure 1 – The language and learning cycle of good practice (based on the work of Jim Cummins).
Developing academic literacy in IB programmes (IBO 2014: 2)

Affirming Identity

All the languages and cultures that make up each individual student should be recognised and valued as important and part of each student's identity. This builds self-esteem and increases motivation and engagement with the learning process. This includes using a student's native, best language or home language, if possible and appropriate to build trust and aid understanding in the classroom. Language profiles and passports are a good way to understand students' language abilities and preferences. A language profile for students is included in the admissions information and teachers can help students to further develop and understand their language preferences by completing a language passport (see appendix).

Activating and building up background knowledge

New learning and understanding are constructed on previous experiences and conceptual understandings in a developmental continuum. Background knowledge includes previous experiences and conceptual understandings in any language.

It is therefore important to:

- activate students' previous background knowledge, which may be in a non-target language
- activate current CALP in the target language
- build up any background CALP to a stage that allows for the planned new learning to take place.

Scaffolding

Scaffolding is a temporary strategy that enables learners to build on what they know and extend their learning so they can accomplish tasks that would otherwise be impossible or much more difficult. There are three stages in language learning:

- **New comprehensible input**
Any new input must be comprehensible if it is to be assimilated and become new learning (Krashen 2002). Contextualizing new input, using analogies, and providing concrete and experiential examples for a variety of learning styles are some ways of scaffolding for comprehensible input.
- **Processing of new input**

New input, even if comprehensible, can remain superficial and passive and may easily be forgotten unless there are opportunities to practise and process understandings. A variety of multimodal inquiries and activities should be planned as opportunities for the processing and assimilation of the new learning.

- **New comprehensible output**

Comprehensible output is an essential factor in demonstrating new learning. Students need practice in activating and expressing new learning, so they gain confidence and fluency in its application (Swain 1985).

Extending cognitive academic language proficiency

Students can show and use their new vocabulary and language skills in new and unfamiliar settings and assessment situations (such as summative assessments). Students can now use this new knowledge to build on and tackle more complex and demanding problems and situations.

Three Tier Vocabulary

- **Tier 1:** These are the common, everyday words that most children enter school knowing already. Since we do not need to teach these, this is a tier that is straightforward.
- **Tier 2:** This tier consists of words that are used across the content areas and are important for students to know and understand. Included here are process words (or command terms) like *analyze* and *evaluate* that students will run into in tests and assessments, and that are also used at the university level, in many careers, and in everyday life. We really want to get these words into students' long-term memory. (See appendix 2)
- **Tier 3:** This tier consists of content-specific and subject-specific vocabulary—the words that are often defined in textbooks or glossaries (also called key words). These words are important for imparting ideas during lessons and helping to build students' background knowledge.

Expectations for teachers

- All teachers should accept and take responsibility for teaching language in their subject.
- All teachers should access, read, and develop language profiles and passports for the students that they teach.
- All teachers should plan activities to access as much background knowledge and understanding from all students as possible at the start of units even if this is in a different language from the language of instruction.
- Teachers should plan and construct activities to introduce students to a wide variety of both Tier 2 and Tier 3 vocabulary in each unit. Students should have the opportunity to practise using this new vocabulary in a variety of situations and contexts.
- Teachers should make use of further scaffolded strategies (sentence starters, graphic organisers, guided writing strategies etc) to support all students to extend and use their vocabulary and language skills.

Appendix 2: Framework for planning CALP development

COGNITIVE ACADEMIC LANGUAGE PROFICIENCY	PEDAGOGY				
	Background Knowledge (BK)	Scaffolding for:			Extended CALP
SKILLS	Activating and building up BK	New comprehensible input	Processing of new input	New comprehensible output	Demonstrating and applying
LISTENING	To the teacher, peers, external resources (in home languages or language of instruction).	From multiple sources and in different appropriate languages.	Time and activities to absorb content, knowledge, and ideas.	From multiple sources and in different appropriate languages.	Showing understanding of listening activities through different modalities
SPEAKING	Small presentations of existing knowledge, prompts from teacher to activate BK verbally.	Teacher verbalises and explains new information with visual aids. Students explain and verbalise to show understanding.	Time and activities to process and verbalise new information.	Teacher goes over new information again and facilitates verbalisation and discussion.	Assessment of understanding through speeches, presentation and discussions.
INTERACTING	Class discussion, pair discussion, home discussions on prior knowledge.	Discussion as a class, in small and large groups centred around small chunks of new information and material.	Discussion as a class, in small and large groups centred around small chunks of new information and material.	Discussion as a class, in small and large groups centred around small chunks of new information and material.	Groups assessments centred on discussion.
READING	Class time or preparatory time to read and revise known information.	Whole group or individual reading of new information in small sections.	Time and activities to process new information.	Whole group or individual reading of further new information in small sections.	Further and extended reading based on new knowledge.
WRITING	Writing tasks in or out of class to remember, review and revise background knowledge.	Writing notes or explanations of new material.	Time and activities to process new information.	Writing notes or explanations of further new material.	Writing assessment to demonstrate knowledge. Further and extended writing tasks based on new material.
THINKING	Time and activities to promote	Time and activities to promote	Time and activities to promote	Time and activities to promote	Tasks that encourage further thinking

activation of BK and calling to the front of students' minds.

thinking and discussion about new material. Prompts, templates and examples to encourage deep and critical thinking.

thinking and discussion about new material.

thinking and discussion about further new material. Prompts, templates and examples to encourage deep and critical thinking.

and processing to build on and extend new material.

Appendix 3: Examples of Tier 2 vocabulary

Partial, Representative List of Tier 2 Words		
Likely to be in the 3-5 grade band	Likely to be in the 6-8 grade band	Likely to be in the 9-11 grade band
Different	assume	specify
important	identify	technique
choose	conclude*	compensate
faithful	alternative	arbitrary
stable*	consist	random
exactly	contribute	suffice
center	definite	verify
explain	distinct	perspective
excuse*	evident	pertinent
according	expand	evaluate
actually	indicate	feasible
bound*	individual	passive
declare	initial*	simultaneous
experience	intense	component
figure*	major*	formulate
fortunate	method	magnitude
gradually	publish	manipulate
necessary	structure	ultimate
ordinary	emphasize	criterion
measure*	illustrate	hypothesis
approach	exaggerate	fluctuate
period*	approximate	innovation
establish	complicate	respective
achieve	modify	subsequent
ignore	tradition	benevolent
select	transmit	malign
automatic	restrict	abstraction
concentrate*	negative*	coherent
construct	convert	emanate
consult	analyze	impervious
establish	consequent	succumb
demonstrate	impact	transitory
interpret	potential	empirical
obtain	precise	entity

*designates homographs

Appendix 3: Guidance for creating a language passport with your class

<https://academy.schooleducationgateway.eu/documents/1089600/0/Language+Passport/28d3ad3b-37a8-4c07-b86a-23461fb95f70>

References

Canale, Michael. "The measurement of communicative competence." *Annual review of applied linguistics* 8 (1987): 67-84.

Carder, Maurice. *Bilingualism in International Schools: a Model for Enriching Language Education*. (Clevedon, Multilingual Matters 2007)

Crisfield, Eowyn. *Context-driven research on and for multilingual learners*. Diss. Oxford Brookes University, 2022.

Crisfield, Eowyn. *Bilingual families: a practical language planning guide*. Multilingual Matters, 2021.

Cummins, J. 1979. "Cognitive academic language proficiency, linguistic interdependence, the optimum age question and some other matters". Working papers on bilingualism. Number 19. Pp 121–9.

Cummins, Jim, and Merrill Swain. *Bilingualism in education: Aspects of theory, research and practice*. Routledge, 2014.

Halliday, M. 1985. *Three aspects of children's language development: Learning language, learning through language, learning about language*. Sydney, NSW, Australia. University of Sydney, Department of Linguistics. Unpublished manuscript.

International Baccalaureate. (2019). What is an IB education? International Baccalaureate Organization.

International Baccalaureate. (2024). IB Language Tenets. International Baccalaureate Organization.

International Baccalaureate. (2024). The IB language tenets in practice. International Baccalaureate Organization.

International Baccalaureate. (2011). Language and learning in IB programmes. (3rd ed., 2014) International Baccalaureate Organization.

International Baccalaureate. (2008). Guidelines for developing a school language policy. International Baccalaureate Organization.

International Baccalaureate. (2008). Learning in a language other than mother tongue in IB programmes. International Baccalaureate Organization.

International Baccalaureate. (2018). Programme standards and practices. (5th ed. 2024). International Baccalaureate Organization.

Spiro, Jane, and Eowyn Crisfield. "Linguistic and Cultural Innovation in Schools." *Cham, Switzerland: Palgrave MacMillan* (2018).

Swain, Merrill, and Sharon Lapkin. "Task-based second language learning: The uses of the first language." *Language teaching research* 4.3 (2000): 251-274.