



أكاديمية جيمس ويلينغتون واحة السيليكون
GEMS Wellington Academy
SILICON OASIS

PL117 - ELL Policy

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Introduction

GEMS acknowledges the vibrant cultural and linguistic diversity of its student body as a fundamental characteristic of its educational network in the UAE. This policy stands on the foundational principles of Quality First Teaching and Inclusive Education, aiming to address the distinct needs of each learner to foster a truly inclusive academic setting and reflects GEMS's ethos for **Multilingualism** (MLL):

"To ensure all students feel comfortable and supported, providing them with equal opportunities to learn through language and reach their full potential."

At GEMS, we embrace Multilingualism, as it emphasises the strengths and assets of students who speak multiple languages. It highlights their ability to build proficiency in more than one language, which is seen as a strength rather than a deficit. Multilingualism acknowledges and celebrates the cultural and linguistic diversity of students. It recognises that students bring valuable linguistic and cultural resources to the classroom, which can enhance their learning and the learning environment for all students.

Teaching and learning are planned so that each child can aspire to the highest level of personal achievement and we believe all students, no matter their starting point and initial barriers to learning, can go on to achieve high performance.

At WSO, we believe that fostering an inclusive environment is not just the responsibility of the Inclusion department but a shared commitment of the entire school community. Our teachers, staff, and parents actively contribute to creating an inclusive atmosphere that values and respects the language and cultural diversity of our students.

Through all stages of English language provision, together, we strive to create an inclusive educational environment that celebrates diversity and empowers all learners to become confident, knowledgeable, and globally minded individuals.

Aims & Objectives

- To enable students to have full access to the curriculum (and other educational opportunities), ensuring that they fulfil their academic potential
- To ensure that all our students attain curriculum levels and public examination grades appropriate to their abilities
- To create awareness among staff, students and parents about students receiving learning support, the nature of learning differences and how they can best be supported within an inclusive community, including providing students with the opportunities to study in their home language.
- To provide clarity to teachers, parents and students on the benefits and importance of Multilingualism.
- To provide information to staff on the process of assessing language proficiency of English language and the referral procedure.
- To increase the level of communication and consistency between the Multilingual department, classroom teachers, form tutors and Key Stage Leaders.
- To help new teachers/students/parents adjust to supporting multilingual students in class.

- To ensure that we recognise and meet the needs of pupils who require English language support

Definitions

The KHDA (Knowledge and Human Development Authority) Inspection Framework defines EAL students as 'students for whom the language of instruction is an additional language.' In the UAE, we have an increasing proportion of students whose home language is not English. These students have a range of English language proficiency and not all EAL students require ELL provision.

Multilingualism– Multilingualism refers to the presence and use of multiple languages in schools. This can include students who speak languages other than the language of instruction at home, as well as schools that offer instruction in more than one language. GEMS Education recognizes and embraces the linguistic diversity of students, providing them with the opportunity to develop proficiency in multiple languages and a deeper understanding of different cultures.

Celebrating our home language is an integral part of a child's multilingualism, contributing to their cultural identity, cognitive development, academic success, and social well-being. Embracing and valuing the home language as part of multilingualism can lead to positive outcomes for individuals, our families, and communities

These students have a range of English language proficiency, and not all Multilingual students require ELL provision.

ELL – An English Language Learner (ELL) student at WSO refers to an individual whose primary or dominant language is not English and who requires support to develop proficiency in English for academic purposes. ELL students typically have varying levels of English language proficiency and may face challenges in accessing the curriculum and with participating fully in educational activities conducted in English.

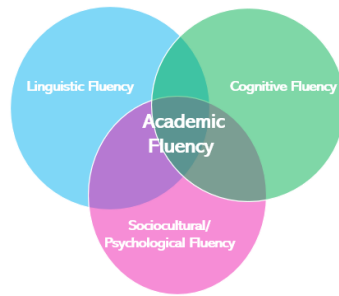
A student would be classified as an ELL student if they have *one or more of the following characteristics*:

- They are in the process of acquiring proficiency in the English language, whilst also developing their content knowledge and academic skills.
- They have varying levels of proficiency in English, ranging from beginner to advanced.
- They are students who struggle in accessing the curriculum due to language barriers
- They are students with limited vocabulary, grammar, and language skills, which impacts their communication, comprehension, reading, writing, listening, and speaking abilities in an academic setting.

Fundamental Principles of Multilingualism Provision

At GEMS we believe that there are three dimensions which need to work together to achieve academic English fluency: Linguistic fluency, Cognitive fluency and Sociocultural/ Psychological fluency.

These dimensions were first identified by Kern in 2003, who argued that all three must be addressed by schools for all students to reach their true potential.



To help our students achieve **Linguistic fluency**, we need to help them understand

- how language functions (grammar rules, intonation, parts of words parts)
- where and when to use certain genres and forms of writing
- how to organise and structure different text types (discourse markers etc)
- academic vocabulary, including words that are used across subject areas, for example: analyse, explain.

To help our students achieve **Cognitive fluency**, we need to teach them

- critical thinking skills
- higher order thinking skills
- how to identify fact from opinion
- how to read texts critically
- how to write and speak persuasively using evidence
- to think about their own language acquisition
- how to evaluate /monitor their own learning.

To help our students achieve **Sociocultural/Psychological fluency** we need to expose students to

- "Social and cultural norms, values, beliefs, attitudes, motivations, interests, behaviours, practices, and habits" (Scarcella 2003); and
- "The particular conventions and norms that characterise the people who use it" (Scarcella, 2003);

Gee (1996, 2002) points out that students learn these conventions by "participating in specific ways of being and acting in academic contexts." **Socio-cultural/psychological fluency is learnt through communicating in classrooms and cannot be taught explicitly.** This is why **we strive to keep learners in the mainstream as much as possible.**

Assessment Frameworks

At GEMS Wellington Academy, we believe it is essential to have an accurate understanding of the current level of language acquisition of the students and to have robust system to assess and monitor language proficiency development as the students move through the different phases of the Academy.

As the needs of the students change as they progress through the different phases of the school, we use different internationally recognised systems to monitor progress and inform provision. In the primary phase we use the **Bell Foundation Framework**. This framework is preferred for younger students as it gives more detailed information of progress during the early stages of language learning. Once students enter the secondary section, we transfer to the **CEFR framework**. This is an internationally recognised benchmarking system that enables tracking between curricula and transitions students into the Cambridge English programme that is used to assess both end of Key Stage 3 and Key Stage 4. For university applications, most institutions require an external language competency exam such as the **IELTS** to secure university placements and students either take this exam before entry or are supported to prepare for this exam during KS5.

The Academy uses the correlation chart below to support students as they transition between phases; ensuring that the correct level of support is in place at all times.

Mapping of levels to CEFR (See appendix for CEFR level descriptors)

	Basic User		Independent User				Proficient User				
CEFR	A1		A2		B1		B2		C1		C2
IELTS	0 - 4		4.5	5	5.5	6	7	8	8.5	9	
Bell Foundation	A		B		C		D		E		
	New to English		Early Acquisition		Developing Competence		Competent		Fluent		
WIDA	1	1	2_3		4_4.5		5+				
	Entering	Beginning	Developing		expanding		Bridging				

Identification of ELL Students

During the admission process, the following *may* indicate a student needs some level of English language support:

- ELL is indicated on the admissions form.
- The student is currently attending a school in a non-English speaking country.
- The student is currently attending a school where English is not the medium of instruction.
- The student demonstrates low levels of English proficiency or literacy based on reports.
- The data from the admissions test (CAT4) or Language Screener or the information in the admissions file indicates that the student is operating at a significantly lower level than the expected year group in Literacy.

For any of the above, the Admissions team will refer the student to the Inclusion Department / Multilingual Coordinator for any further assessment and recommendations.

1.1 Identification procedures

Lower Primary - up to and including Year 3:

We begin by collecting background information including other languages understood and spoken at home during initial conversations with the caregivers. An initial assessment of what vocabulary is understood and how well the pupil can follow instructions is completed before starting school. After starting at WSO we then observe the pupil in social and academic situations and assess in small groups or individually their phonetic knowledge and their reading, writing and speaking skills. This assessment is done in collaboration with the ELL team and class teachers.

Upper Primary - Year 4 to Year 6:

Language Screener: The student's level of English proficiency will be assessed if the student has scored **less than 85 on the Cat 4.**

Comprehensive Understanding: The BELL framework language screener will provide a comprehensive understanding of the student's language needs and next steps. It will help identify the level of support required for the student's English language development. This information is collected by the ELL team and shared with class teachers.

Lower Secondary – Year 7 – Year 8

Language Screener: The student's level of English proficiency will be assessed if the student has scored 90 or less on the Cat 4 verbal battery where there is a discrepancy between the verbal battery and

the other batteries assessed. Students scoring 85 and below across more than one battery will be jointly assessed with the inclusion department.

Language assessment: The student will be assessed against the CEFR framework to determine the level of provision that will be required for the student to be successful. This is a graduated level of provision ranging from L3 (shared LSA support) to Level 1 (quality first teaching only). This information is collected by the ELL team and shared with the Head of Year and subject teachers.

Upper secondary – Year 9 – Year 10

Language Screener: The student's level of English proficiency will be assessed if the student has scored 90 or less on the Cat 4 verbal battery where there is a discrepancy between the verbal battery and the other batteries assessed. Students scoring 85 and below across more than one battery will be jointly assessed with the inclusion department.

Language assessment: The student will be assessed against the CEFR framework to determine the level of provision that will be required for the student to be successful. To access the GCSE curriculum, the students need to be working at a minimum of a CEFR B1. This information is collected by the ELL team and shared with the Head of Year and subject teachers and used to inform option choices.

Post 16 – Year 12

Entry requirements: There are different requirements for English language ability depending on the pathway;

BTEC/CP - Grade 5 or above in GCSE English / IELTS 5.5

A Levels – Grade 7 in GCSE English for language-based A levels / IELTS 6 **OR** Grade 5 or above in GCSE English / IELTS 5.5 for lower demand language A levels.

IBDP – Grade 6 or above in GCSE English / IELTS 6

Language assessment: The Academy does not conduct internal language assessments for Year 12, as the required level of detail is beyond the scope of the school admissions process. Students applying for Year 12 are required to submit evidence of externally moderated examinations from their previous school. Where external examinations are not available, the student will be required to take a recognized qualification through an authorized body. The school recommends the IELTS qualification as this can also be used subsequently for university applications within the two-year validity period.

Examination years – Year 11 & Year 13

The academy is not able to accept students with language difficulties in Year 11 & 13 as there is insufficient time for the students to learn the content of the examination courses and to provide the support needed for students to be successful. Students in these year groups would need to consider retaking Year 10 or Year 12.

Provision for ELL learners

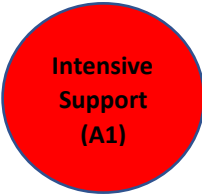

All teachers are teachers of English and as such are responsible for the progress for all their students, including English language learners. Through quality first teaching practices, teachers and assistant teachers employ adaptive teaching and support strategies to ensure that all students are able to access the curriculum and are able to work towards curriculum objectives.


Where students are experiencing barriers to learning resulting from language proficiency barriers, especially those that have not been identified through our admission process, teachers will ensure that those students are identified and referred to the inclusion team at an early stage.

Students can be referred at entry, or at any point during their education and, in line with our inclusive approach, will be assigned to one of three tiers of support. This follows our graduated approach to inclusive practice that ensures that all students have the most appropriate level of support in place at all times and that all students are supported to move towards independence in learning.

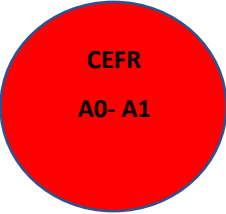
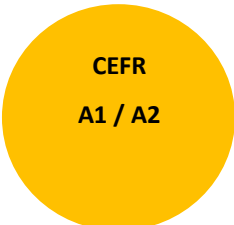
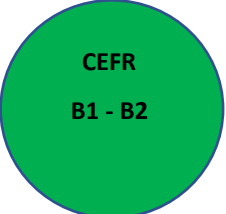
Tiers of Support

Primary

<p>Tier 3</p>		<p>Intensive Interventions:</p> <ul style="list-style-type: none"> ● Personalised timetable to provide intensive literacy support ● Tier 3 support - FS1 is 55,000 AED, and from FS2 onwards it is AED 65,000 AED (100% support) ● Students will have a personalised Individual Language Plan (ILP) which needs regular reviews and is amended as progress is made ● Regular communication with mainstream teachers to share progress and identified strategies which work best for each student ● Home/School communication to highlight the successes and challenges of each academic week
<p>Tier 2</p>		<p>Semi-intensive interventions</p> <ul style="list-style-type: none"> ● Tier 2 literacy interventions through in class support and pull-out sessions from the ELL Coordinator or Teaching Assistants. ● Agreed undertaking of additional English Language Course in KS2. ● Students will have a personalised Individual Language Plan (ILP) which needs regular reviews and is amended as progress is made. ● Regular communication with mainstream teachers to share progress and identified strategies which work best for each student ● Home/ School progress reports each term in addition to parent teacher meetings.
		<p>High Quality Teaching (Graduated Approach)</p> <ul style="list-style-type: none"> ● This tier describes the support available to all students, including all multilingual learners. In Tier 1, needs are met through High Quality Teaching or Quality First Teaching.

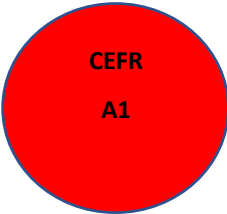
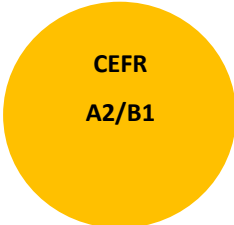
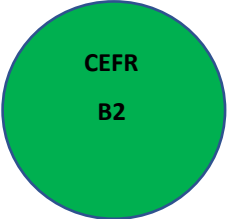
Tier 1		<ul style="list-style-type: none"> • Teachers accommodate individual differences and ability, learning style and behaviour through high quality inclusive, adaptive and personalised differentiated classroom practice. • Tier 1 provision may include one or more of the following: <ul style="list-style-type: none"> ○ A personalised ELL profile: Individual Language Plan (ILP) ○ Personalised planning and resources ○ Assistive technology ○ Interventions led by class teacher/Teaching Assistant ○ Cross curricular communication to share progress and identified strategies which work best for each student.
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Secondary – Key Stage 3

Tier 3		<p>Intensive Support:</p> <ul style="list-style-type: none"> • Individual Education Plan identifying priority targets and outlining the strategies needed for inclusion. • Personalised timetable with additional time allocated to work on IEP targets. • Daily interventions to address targets. • In class support to facilitate access to the curriculum and the development of independence in learning strategies. • Collaboration with mainstream teachers to share progress and identified strategies which work best of each student • Home/School communication to highlight the successes and challenges of each academic week
Tier 2		<p>Targeted Support</p> <ul style="list-style-type: none"> • Modified curriculum to ensure access to intensive language teaching from a specialist teacher. • Support with pre-teaching and review of Tier 2/3 vocabulary and content for core subjects. • Tier 2 literacy interventions where identified as a need. • Regular communication with mainstream teachers to share progress and identified strategies which work best for each student • Regular Home/School communication to highlight the successes and challenges being experienced by the student.
Tier 1		<p>Monitored Support</p> <p>Once students in Key Stage 3 have progressed to CEFR level B1, they should be able to access the majority of the curriculum independently. However, it is essential that all teaching staff are aware that they may still need adaptations and modifications within the classroom until their language level reaches B2. These adaptations and modifications will be delivered through quality first teaching. Teachers will be encouraged to reach out for support if a student is struggling to access and/or make progress.</p>

		Level 1 students will continue to be monitored for progress on a termly basis by the ELL team. Short-term interventions will be put into place should any specific gaps in language be identified.
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Secondary – Key Stage 4

Tier 3		<p>Intensive Support:</p> <ul style="list-style-type: none"> • Individual Education Plan identifying priority targets and outlining the strategies needed for inclusion. • Personalised timetable with additional time allocated to work on IEP targets. • Daily interventions to address targets. • In class support to facilitate access to the curriculum and the development of independence in learning strategies. • Collaboration with mainstream teachers to share progress and identified strategies which work best of each student • Home/School communication to highlight the successes and challenges of each academic week
Tier 2		<p>Targeted Support</p> <ul style="list-style-type: none"> • Alternative iGCSE English Language pathways taught by a specialist language teacher. • Modified curriculum to enable additional support to be put into place according to need. • Support with pre-teaching and review of Tier 2/3 vocabulary and content for core subjects. • Regular communication with mainstream teachers to share progress and identified strategies which work best for each student • Regular Home/School communication to highlight the successes and challenges being experienced by the student.
Tier 1		<p>Monitored Support</p> <p>Once students in Key Stage 4 have progressed to CEFR level B2, they should be able to access the majority of the curriculum independently. However, it is essential that all teaching staff are aware that they may still need adaptations and modifications within the classroom until their language level reaches C1. These adaptations and modifications will be delivered through quality first teaching. Teachers will be encouraged to reach out for support if a student is struggling to access and/or make progress.</p> <p>Level 1 students will continue to be monitored for progress on a termly basis by the ELL team. Short-term interventions or modifications to the timetable will be put into place should any specific challenges be identified.</p>

Secondary – Key Stage 5

All students entering Key Stage 5 will be required to demonstrate their English language ability through an externally moderated examination. For the majority of students this will be their GCSE English

language result or report from an English medium school. Students who are joining from a non-English medium school will need to submit an alternative qualification such as a Cambridge First certificate, IELTS result or equivalent. For any students identified with an ELL need working below IELTS 6, the school will put in place an IELTS preparation programme. This will be an optional course for students needing to improve their IELTS score to access the curriculum or for their next stage in learning. Support will be provided for any student struggling to access part of their curriculum on an individual basis. The progress of students identified as having an ELL need will be monitored by the ELL team on a termly basis.

Assessment Accommodations

Assessment accommodations will be put into place for any student with an identified need. For ELL students, this will vary according to phase and type of examination.

Teachers will need assess both conceptual understanding and the ability to express this understanding through the medium of English. As such, formative assessments will play a very important part in this process. However, for summative assessments, students will need to align as closely as possible to the requirements of the examination they are working towards at the end of the Key Stage.

Key Stage 3

- In KS3, students on the ELL register will be permitted to use either a paper-based word to word bi-lingual dictionary or a word-to-word topic specific glossary. These may not contain any explanations or illustrations or be connected to the internet. They will be permitted to have additional time to process language and to use the dictionary.
- Students who are still struggling with decoding will be permitted to have a reader, either within the classroom or in a separate setting depending on need.
- Students may need to have a modified paper with the level of language adjusted to make it more accessible. In these cases, the content and expectations of response should remain the same as the original paper.
- On occasions, for students working at a very low level of language, it may be necessary to provide a completely modified paper. Grading will need to be reflected in the final marks awarded. This level of modification should only be for a temporary period.

Key Stage 4

- In KS4, students on the ELL register will **ONLY** be permitted to use a paper-based word to word bi-lingual dictionary. These may not contain any explanations or illustrations or be connected to the internet. This accommodation is not permitted in English or MFL examinations or in certain GCSE subjects where marks are awarded for language (please refer to JCQ regulations for guidance).
- ELL students who have only been studying in an English-speaking medium for less than 2 years will also be allowed 25% extra time. This is for all GCSE subjects. This will be highlighted on the student's profile. However, this accommodation is not permitted for any iGCSE examinations for the Cambridge Examination Board.
- Any students seen to be struggling will need to be referred to the inclusion department to investigate if further accommodations will need to be applied for.

Key Stage 5

- The type and availability of examination accommodations for students in Key Stage 5 varies significantly depending on exam type and examination board. Individual examination accommodations will be personalised on learning profiles.

Responsibilities

The Corporate Head of Multilingualism for GEMS and the wider Children's Services Team is responsible for the GEMS ELL provision and strategic development of this policy. The Corporate Head of Multilingualism supports all schools in delivering the best possible provision and outcomes for English Language Learners.

At GEMS WSO, our ELL Coordinators (*Primary and Secondary*) have responsibility for the ELL provision within the school. This involves working with the Principal, Senior Leadership Team, Heads of Year and specific subject ELL nominated members to determine the strategic implementation of this policy.


Responsibilities

- ELL students are identified using the agreed criteria
- The ELL Register is accurate and updated at least termly
- The classroom provision for students with ELL is well planned and effective
- ILPs are in place to support and monitor student progress and enable teachers to implement strategies to help students access the curriculum
- ILPs are regularly reviewed and amended to reflect progress
- The impact of provision is monitored and evaluated through learning walks
- Parents and students are kept fully informed of progress and planned provision
- The records of ELL students are accurate, updated and in line with policy
- Professional development is made available to staff to support ELL students in the mainstream
- The SEF (Self Evaluation Framework) reflects accurately the strengths and areas for development of ELL students.
- All teachers across the Academy have appropriate provision for supporting ELLs within their lesson planning and delivery.
- Individual teachers have access to key information regarding ELLs and plan differentiated experiences accordingly

Links to Other Policies

- Inclusion Policy
- G&T Policy
- Safeguarding Policy
- Wellbeing Policy
- Consulting and involving parents

Monitoring Arrangements

This Multilingual Policy will be reviewed annually by the Corporate Head of Multilingualism. At every review, the policy will be approved by Mr David Irish, SVP of Children's Services and Lisa Crausby, OBE, CEO Education. 

Appendix 1

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.