

# **LANGUAGE POLICY**

## **1. Philosophy**

We believe that the language used by teachers and students determines what is learned and how learning takes place. We also believe that engaged students are motivated for language learning and have the best chance of achieving full communicative competence across the broad spectrum of language skills. To that end, all teachers at EBIS are responsible for supporting language acquisition and ensuring that all students use the English Language responsibly.

English is the language of instruction at Enko Bonanjo International School. However, we honour and recognize the majority of students entering Enko Bonanjo come from French speaking homes and schools. We value inclusion and equity of access to the IBDP for students whose mother tongue is not English, and we believe that these students should have the opportunity to continue in their mother tongue development throughout their DP experience. We aim to offer the bilingual diploma to those students who are motivated, engaged and capable of attaining it in both French and English. We aim to support those students whose mother tongue is not English and encourage multilingualism.

All students entering Enko Bonanjo Campus are required to complete an English Language Assessment to ensure that the student can access the curriculum delivered in English and to determine the level of support needed. We aim to work collaboratively with parents with the hope of improving the academic performance of students, operating out of a posture of mutual respect of others' cultures and cultural practices.

## **2. School Language Profile**

The majority of Enko Bonanjo students are proficient French language speakers. These students can be characterised as:

- Having limited or no English experience
- Speaking with prior English instruction
- Bilingual: speak their mother tongue, French as well as English [either developed simultaneously or successively].

In line with our Language Philosophy, we wish to offer the IB bilingual diploma [French and English] to those students who are motivated, engaged and capable of attaining it.

French speakers with prior English instruction are required to take English language B.

French speakers with limited or no English experience are supported in English language B through additional ESL support classes.

In addition to the above, we have speakers of other languages [non English or French speaking]. These students are provided additional support to access the English language. IB Diploma students who are native speakers of other languages are encouraged upon starting their IB Diploma programme to select a self-taught language course of study.

Students in Cambridge Lower Secondary and Upper Secondary are offered English language support as determined by our student services department. Speakers of other languages are often provided intensive support to work on their English language development.

### **3. Language of Instruction**

The language of instruction is English for all subjects with the exception of our language B classes where instruction is delivered in English [prior English instruction for French speakers] or French [prior French instruction for English speakers].

Students are offered a Foundation Year prior to entering the IB Diploma programme to support their English language development.

French speaking students entering Cambridge Lower and Upper Secondary are increasingly sensitized to the English language. That is, teachers will encourage French speakers to express themselves in French if they are unable to express themselves in English, will support the translation of the key concepts into French for better understanding and will do so on a gradual release model of French to English only.

Hence, ALL students and the teaching staff of the school are expected to speak the English language, yet not limiting none during and after classroom activities. Students whose first language is not English are strongly to communicate in English as an attempt towards improvement. As students'

progress, teachers enable them to see language as a means of self-expression, exploration of self and others, as context driven, having multiple meanings, and involving at all levels of discourse a personal stance, from simple communication to the core of academic language.

#### **4. Language Programmes**

##### **4.1 International Baccalaureate (IB)**

- English Language and Literature A [standard or higher level]
- French Language and Literature A [standard or higher level]

##### **4.2 International General Certificate of Education (IGCSE)**

- English First Language
- French First Language
- English Literature

#### **5. Language Acquisition Programmes**

##### **5.1 IB**

- Language B- English [higher level]
- Language B- French [standard or higher level]
- French ab Initio

##### **5.2 IGCSE**

- English as a Second Language (ESL)
- French Foreign Language (FFL)

#### **6. Mother Tongue Support**

We recognize the importance of students' home languages and promote bi-literacy in our school. Our teachers emphasize the use of multicultural literature and cultural responsiveness in their interactions with students. Hence, this demonstrates that all teachers are responsible for language development of students.

Students whose mother tongue is not English are screened by a language proficiency tests. They receive additional support as determined by their needs and the student support services team. The team consist of the ESL instructors, homeroom tutor and the programme coordinator. These support services are

given through ESL and or FFL lessons. Thus, these students have access to available resources such as tutoring during and after school, use of language dictionaries and translated written texts, and visual aids.

Students are encouraged to read at home – from packaging, emails, quality literature – and will read a wide range of genres in school to understand their features as well as watching appropriate videos and films that will facilitate their understanding of certain concepts, open their minds to appreciating their cultures and that of others and hence developing knowledge of issues around the world.

Educators use techniques as such scaffolding, differentiation, and flipped learning to ensure that students acquire the languages concerned. They are then assessed regularly to monitor progress.

Parents of students of other languages are often encouraged to hire a tutor to work with the school in providing the continuation of programmes at home.

## **7. Assessment**

### **7.1 Languages**

While language acquisition follows different steps, learners' pace of acquisition differs greatly from individual to individual. Hence, language instructors assess all language skills— reading, writing, listening and speaking, regularly differentiating through scaffolding or extension as required. Formative and summative assessments in the classroom provide feedback on language development. Language tutors regularly standardize students' work to ensure a fair application of assessment criteria in Checkpoint, IGCSE, and IBDP. Standardized tests and the above external examinations in the Secondary School also provide evidence of language acquisition levels. Students who are identified as requiring additional support in English to access the curriculum will be placed in the appropriate English language acquisition class and regularly evaluated to check improvement.

### **7.2 Other Subjects**

All other subjects except French are assessed in the English Language.

### **7.3 Learner Integration**

Language acquisition and support services are used to develop and improve the proficiency of the students' English language. Upon the achievement of an appropriate fluency and comprehension, the support team shall make a recommendation based on other information from several sources to make the decision to exit the student from the regular ESL and or support programmes. The learner shall be integrated into the regular English language class with the parents notified prior to the transfer. This process, however, is only applicable to middle years (grade 6-8) and foundation Year students.

## REFERENCES

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## Appendix

ESL = English as a Second Language

FFL = French Foreign Language

IB = International Baccalaureate

IBDP = International Baccalaureate Diploma Programme

IGCSE = International General Certificate of Secondary Education