

Language Policy 2020/2021

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This policy also outlines the philosophy and aims of language teaching and learning, and defines our support for learning mother-tongue languages.

Philosophy and Aims

We believe that:

1. Language is a primary means of communicating and learning. At BSL we believe that the foundation for all learning is language. Language is the primary means of communication and is fundamental to lifelong learning. In order for learners to be successful learners, they must be able to use language appropriately, accurately and confidently both orally and in writing in a variety of contexts for a variety of purposes.
2. The acquisition of language is a life-long process and is a central component of intellectual and personal growth. Therefore, we understand that learners must become both culturally and linguistically proficient in a second language.
3. Proficiency earned in one language is transferable to other languages, and language proficiency aids the learner in acquiring competencies in other curricular areas.
4. Language is an expression of culture and must be valued as an integral part of a learner's identity. Therefore the development of the mother-tongue language is critical for maintaining one's cultural identity.
5. Language learning promotes internationalism and multicultural understanding.
6. Language learning must be fostered in all aspects of the school community.
7. All teachers are language teachers. Therefore teachers must strive to recognize the language needs of all learners and work to serve these needs within and outside of the classroom.

At BSL our language programmes aim to:

1. Enable learners to learn and use language effectively, appropriately, accurately, and confidently.
2. Develop learners' powers of oral and written communication.
3. Enable learners to develop and use language skills in a variety of contexts and purposes.
4. Promote the appreciation, understanding, and analysis of literature.
5. Encourage learners to explore language as a means to understand the differing perspectives of people from other cultures.
6. Develop learners' awareness of the role of language in other areas of the curriculum and to other ways of knowing.

7. To provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.

BSL Language Profile

Most BSL learners are multilingual. Approximately 60% of our learner body speaks English as an additional language. In any given year the BSL community is comprised of up to 30 different mother tongues and approximately 45 different nationalities. All of our administrative and teaching staff speak English and the majority are fluent in at least one other language.

English as the language of instruction

The language of instruction at BSL is English with the exception of our modern foreign language B classes where instruction is conveyed in the target language.

Language Classes in the IBDP

Language A Classes

BSL Offers both English and French A Language and literature courses at Higher and Standard level.

Language B Classes

BSL offers English or French as the language B courses at Higher and Standard level.

Ab initio Courses

BSL offers French and Spanish beginner courses at Standard level.

Learners are assessed according to IB Diploma Programme policies as described in the relevant Subject Guides.

The Language Acquisition Programme

EAL Pull-out and Support Classes

English language learners who are unable to fully access the academic curriculum delivered in English receive specialised instruction in English language acquisition from qualified staff on a regular basis. In the IBDP, learners receive additional individualised or small group English and academic support scheduled as appropriate.

In-Class Support

EAL learners may also receive support in subject areas classes from qualified staff. (Please see our comprehensive EAL policy for further details)

Mother Tongue Support

BSL acknowledges the importance of protecting and developing a learner's mother-tongue language in promoting personal identity and cultural heritage.

1. Learners are encouraged and provided with the opportunity to take IGCSE examinations in their mother tongue.
2. Learners are allowed to speak whatever language they wish outside of instructional time provided that it does not exclude other learners.
3. French, as the principle language of our host country is taught across the school with most long term learners usually leaving the school with an excellent grasp of the language.