



## LANGUAGE POLICY

### PURPOSE

- To ensure that the importance of language acquisition is one of the highest priorities in the School and that students receive appropriate exposure to language according to their individual needs – including mother tongue instruction, English language instruction, and additional languages.
- To ensure that all students understand and respond to spoken and written language from a variety of authentic sources.
- To ensure that all students communicate with increasing confidence, fluency, and spontaneity across all language skills applying their understanding of a variety of concepts.
- To ensure that students are provided with opportunities for language learning based on their level of proficiency.
- To share good practices within the school.
- To work with other schools to share good practices to improve this policy.

### 1. PHILOSOPHY

DIS' Vision Narrative states the following regarding languages:

*Our multilingual community enjoys learning languages because they understand their role in appreciating individual cultural identity, promoting intellectual growth, and providing intercultural awareness.*

Every teacher at the Dagun International School is a teacher of language, and every member of the learning community plays a significant role in language development. At DIS, languages are valued for their cultural significance, role in personal identity, contribution to cognitive growth, and the sheer pleasure they bring. Students are encouraged to engage in language learning while also embracing their home languages; at DIS translanguaging is encouraged. It is necessary not only to learn languages but also about languages and through languages.

DIS promotes home language maintenance and development as crucial for cognitive development and cultural identity. We recognise that having a strong foundation in one's home language is essential, as it facilitates the acquisition of other languages. DIS provides opportunities for students to acquire new languages to support the development of multilingual, internationally-minded global citizens.

English is the language of instruction, though it is not the first language of most students who come to us. A command of English is the primary key to accessing information and communicating. We support all students' English language development to ensure every DIS student can succeed academically.

## 2. PRINCIPLES

*Given DIS' recognition of the value of languages and its community focus, the school ensures that all core documents and communications are available in multiple languages.*

Our principles of language learning support the school's learning principles in the following ways:

Learning to develop a growth mindset:

- Differentiation in language lessons is based on best practices according to the standards and practices of the IB.
- Students are placed into language classes that best match their language ability in language, literature, and language acquisition.
- Students are encouraged to use their home language to support their cognitive growth in all subjects.
- Language lessons are progressive, supporting students' prior knowledge.
- All DIS teachers are supported to facilitate subject-based language learning.

Learning to be an independent learner:

- Students' language skills in the language of instruction are supported by English language programs and informed by ongoing assessment of students' performance in English.
- The Learning Support Coordinator provides in-class support.

Learning to learn

- Students are taught to understand and appreciate the value and importance of language development and acquisition as a core part of cognitive growth.
- Feedback from ongoing and formative assessments to students in languages supports their skill development in speaking, listening, reading, and writing.

Learning to live together

- Through engaging in learning experiences, learning foreign languages, and being encouraged to communicate in the target language, students develop intercultural mindedness.
- Students develop collaboration and communication skills through language learning.
- The community, especially our parents, is a valuable resource for language learning.

Learning to be part of the world

- All students in mainstream English learn at least one foreign language.
- Student learning is based on the IB philosophy, where knowledge, concepts, and skills are paramount to all learning. Therefore, language learning is integrated and taught transdisciplinary across all subject areas.
- Through field trips and excursions, students are given authentic and real-life target language use.

### 3. PRACTICE

#### 3.1 Proficiency of English for new enrolments:

Applicants to Grades 1-5 will take an English language test (Oxford Young Learners Placement Test). The minimum requirements of English at entrance levels are

Early Years:	All proficiency
Grade 1:	A1 proficiency
Grade 2:	A2 proficiency
Grade 3 - 4:	B1 proficiency
Grade 5:	B1 proficiency
High A2 considered in consultation with Teaching and Learning Support Coordinator & ELL teachers)	

Applicants to Grades 6-12 will take an English language test (Oxford Online Placement Test). The minimum requirements of English at entrance levels are

Grade 6:	B1.1 proficiency
Grade 7 - 8:	B1.2 proficiency
Grade 9 - 10:	B2.1 proficiency
Grade 11 - 12:	B2.2 proficiency

*Exceptions from the proficiency requirements are at the discretion of the Head of School and are granted upon certain conditions.*

#### 3.2 PYP Practices

##### 3.2.1 English

English is the main language of instruction in Early Years and Primary homeroom classes. Through English students share and take further what they know and what they experience, as well as construct meaning. They listen and speak the language, look at how it works, and use it to share their understanding with the world.

Language learning is a developmental process. The school programme of inquiry gives scope for the strands of language to be studied in the teaching and learning process - oral language, reading and writing, viewing and presenting, and media literacy. There are five identified phases of development for English Language in the Early Years and Primary Programmes where DIS acknowledges that students within a grade level may be working within different phases.

In Primary and EY classrooms students have opportunities to use their home languages and explore other languages. This is promoted through the use of translanguaging in teaching and learning (at times children can complete part of a task in a language other than English). Students are exposed to other languages through reading, listening to music and stories, games and opportunities to express themselves in the language they feel most confident in.

Language acquisition teachers collaborate with homeroom teachers on units of inquiry to ensure consistency and further develop knowledge, skills and vocabulary linked to the unit of inquiry. Authentic connections are recorded on Toddle.

##### 3.2.2 English Language Learners (ELL)-Placement and Transition

English language learners who are new to English and at an early acquisition phase require a significant amount of EAL support and are placed in the ELL programme.

- The programme is provided for
  - G1-G3 students with English levels of A1 (Beginner) and A2 (Elementary)
  - G4-G5 students with English levels of A2 (Elementary) and B1 (Intermediate)
  - Parents can also request enrolment into these classes for extra English language support.

The English language learners are provided pull-out and push-in support:

- Targeted pull-out support: The ELL specialist works with a small group of ELL students in the ELL Classroom during the language blocks
  - The basis of the programme for English language learners is [Cambridge Global English](#).
  - Students are differentiated by stages and may move successively through coursebooks and student workbooks. Cambridge Global English correspond with the Common European Framework of Reference for Languages (CEFR) (\*)

Once a child obtains proficiency that allows access to the academic curriculum delivered in English, they may be placed in English homeroom. Refer to the ELL Policy for more information.

- In-Class push-in support: The ELL specialist supports the ELL students in accessing a lesson taught by the classroom teacher

#### 3.2.4 Home Language Support in the Mainstream Classroom (translanguaging)

In the Early Years and Primary classes, students use their mother tongue to comprehend, read, and express their understanding. The teachers, too, can use technology and print media (in their mother tongue) to facilitate the understanding of a concept or share their understanding. The students can use their mother tongue/host country language to demonstrate understanding during an assessment task.

#### 3.2.5 Learning Support

When a student has been identified with additional learning needs, including language difficulties or gifted and talented abilities, intervention and support are provided through the Learning Support programme in line with the referral process. The Learning Support team works with teachers to help them meet the needs of students identified with special language learning needs. This support may be formalised through an In-class Support Plan or an Individual Education Plan and may involve short and long-term interventions. If the identified student speaks English Language Learner, the ELL department works closely with the Learning Support team and other teachers to provide the best service for this individual child (See the Learning Support Policy for more information on identification procedures and processes)

### 3.3 MYP Practices

#### 3.3.1 Language courses offered

##### Language and Literature

Language is integral to exploring and sustaining personal development and cultural identity and provides an intellectual framework that supports the construction of conceptual understanding.

As MYP students interact with various texts, they generate insight into moral, social, economic, political, cultural, and environmental domains. They continually grow in their abilities to form opinions, make decisions, and reason ethically—all critical attributes of an IB learner.

## Language Acquisition

The ability to communicate in various modes, in more than one language, is essential to the concept of an international education. The language acquisition course provides students with a linguistic and academic challenge to facilitate the best possible educational experience.

Students are given the opportunity to develop their language skills to their full potential, as well as the possibility of progressing through various phases throughout the MYP.

### 3.3.2 English - See Placement Protocol

English is the language of instruction in Middle and High Schools. The students at European International School are involved in learning language, learning about language, and learning through language. They listen and speak the language, look at how it works, and use it to share their understanding with the world. Students are encouraged to construct, think critically, and express themselves in a comfortable and confident language. They are encouraged to know their language skills, usage, interests, and needs. The students are given opportunities to read books/ texts, write, speak, and present (using different media) their thoughts & ideas, as well as learn. English courses are offered as a language and literature course, language and literature modified, or language acquisition. Students will be placed in the appropriate level through a placement test at the end of the school year for returning students and at the beginning of the school year for new students.

English language learners whose placement test shows they are not yet ready to follow the English Language and Literature course take the English Language Acquisition course (up to Language Acquisition Phase 4 / 5), with a focus on grammar and language proficiency. Students are also encouraged to study their home language and must attend the English Language Learners class until their English level allows them to study English homeroom.

Note: Please refer to IB continuum pathways under section 3.4. G10 students should attend at least one semester of Language and Literature if moved from a Phase 5 Language Acquisition level before entering DP Language and Literature. G10 students attending Language and Literature courses should not be placed in DP English B.

#### 3.3.2.1 Supported Learning (English)

MHS Supported Learning is provided to accommodate 2 different student needs;

- New students who are still developing competence require a significant amount of ELL support
- Students who are competent and fluent in English are also placed in the supported learning group as they don't have a foreign language choice in language block C and/or to improve their study skills

	ELL Support	Study Skills
Placement	Admission Team has the responsibility of testing incoming students. New students whose English level is below B2 are placed in the Supported Learning for ELL support.	This group of students requires continued support to improve their self-management skills throughout the MYP. These students are not learning a foreign language in language block C.
Models of Support	<p>New joiners who are still developing competence (B1) require ongoing EAL support to access the curriculum fully. ELL support is focused on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks. The teacher can utilize the Cambridge Global English curriculum.</p> <p>Models of support include:</p> <ul style="list-style-type: none"> <li>● Pull-out support class</li> <li>● Collaboration ELL specialist working with the classroom teacher on planning and support strategies for ELLs</li> <li>● Co-teaching ELL specialist leading a smaller group of students alongside the classroom teacher</li> </ul>	<p>To guide students in organising and managing their tasks effectively, the teacher provides appropriate scaffolding and support as needed.</p> <p>A variety of support could be provided including the following models:</p> <ul style="list-style-type: none"> <li>● Using learning journals Students organize and manage time and tasks effectively using their learning journals.</li> <li>● Independent learning</li> <li>● Small group learning Students who are working on similar learning tasks are grouped together.</li> <li>● Individual or small-group support</li> </ul>

When a student has been identified with additional learning needs, including language difficulties, intervention and support are provided through the Learning Support programme in line with the referral process. The Learning Support team works with teachers to help them meet the needs of students identified with special language learning needs. This support may be formalised through an In-class Support Plan or an Individual Education Plan and may involve short and long-term interventions. If the identified students are English Language Learners, the ELL department works closely with the Learning Support team and other teachers to provide the best service for this individual child (See the Learning Support Policy for more information on identification procedures and processes).

### 3.4 DP Practices

#### Returning students

Returning DIS students moving from grade 10 to grade 11 are required to gain appropriate teacher recommendations to study any IB Diploma languages on offer. The exception to this rule is those intending to pick up an ab initio language offered by the school, which the student's prior learning does not exclude them from. If a student selects a language for which

there is no teacher recommendation, they may be asked to sit a placement assessment and be interviewed by one of the teachers of that language. All final language choices are confirmed in the school's DP letter of admittance for DP options.

### New enrolments

#### English

All new enrolments to grade 11 are interviewed by the Diploma Programme Coordinator and/ or the Head of Middle and High School and are required to sit a placement assessment to ascertain the student's working level of academic English. If an enrolled student is placed in a language level that does not suit their needs, the Diploma Programme Coordinator will work with the English Department to move the student to the most appropriate learning environment. Under normal circumstances, this would happen in the first two weeks of the Diploma Programme.

#### Group 1 languages:

For any new student intending to study Group 1 languages, a placement evaluation will be necessary either through a review of previous reports/ results or a school-based assessment. In such instances, the Diploma Programme Coordinator will liaise with the relevant language A teacher or, in the case of a school-supported self-taught language A, an appropriate tutor. Enrolled students are placed in the Group 1 language/s that best corresponds with their language level and tertiary requirements.

#### Group 2 Languages

Any new student wishing to take up a Group 2 language taught at DIS will need to be interviewed by a teacher from the relevant language and complete a placement assessment. The Diploma Programme Coordinator and/ or the Head of Middle and High School will liaise with the relevant language teacher to ensure the chosen level suits the student's educational needs and/or tertiary study plans. The only exception to this process is when a student selects an ab initio language.

	MYP	DP
Phase 1		Ab initio
Phase 2		Ab initio (in rare cases) Language B SL
Phase 3		Language B SL
Phase 4		Language B SL/HL
Phase 5		Language B SL/HL
Phase 5	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL Language A: language and literature SL Literature and performance SL
Phase 6	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

**Table 1**  
*Possible IB continuum pathways*

## Online Language Learning

When appropriate, DIS may offer any student the opportunity to study a language online via Pamoja Education. This pathway is available only at the complete discretion of the school and on completion of both the Pamoja and DIS self-diagnostic tools.

*All language options also require approval and input from the University Guidance Counsellor.*

### 3.5 Home Language Support for Non-timetabled Languages

DIS supports home language for students for whom there is not a timetabled class via the Home Language Support Programme. Families work with the school to identify a suitable means to support a child's maintenance and growth of their home language using tutors, parents or online options. Any expenses incurred by a child's involvement in the Home Language Support programme will be paid by the parents. In general, these sessions take place during the school day at the following times:

Diploma Programme: School Supported Self-Taught Literature

### 3.6 Supporting at-risk ELL students at DIS

Identified 'at-risk' ELL students grades 1-10 are plotted on the CEFR- English Language Proficiency tracking continuum within the second month of enrolment & updated each quarter in collaboration with Homeroom teachers, English teachers, ELL teachers & Teaching and Learning Support Coordinator. All teachers are language teachers - ongoing skilling of staff through modelling in class, and planning language goals & strategies in CP meetings.

Listening, Reading, Speaking and Writing are tracked.

- No additional languages are taken during EFB phase of language acquisition
- Push-in to classrooms as a Tier 1 response, to specifically target educational and language needs

#### MYP

- Push-in to classrooms as a Tier 1 response, to specifically target educational and language needs
- Currently enrolled Middle & High School students in the range A1 – B1 attend Supported Learning withdrawal classes & access in class support from ELL/Learning Support teacher.
- These Middle & High students study home language only in addition to English
- No additional language offered until MYP students reach B2.
- A1-B1 students placed in MYP English B (Language Acquisition Phase 3/4) class, with push in support from ELL/Support Learning teacher.
- Once students reach MYP English LA phase 4 (B2), they no longer attend Supported Learning withdrawal class.
- B2 or higher students can select another Language Acquisition class in that scheduled period.
- B2 or higher students may transition into C1 (phase 5), and they may be eligible to join the MYP Language and Literature class. This will be determined collaboratively with English teacher and ELL/Learning Support team
- IEP in place for students flagged 'at risk' despite the support and interventions in place
- Parents may be requested to seek additional English support outside of school hours.
- Parental support, extra home help, tutoring advised.