

PLEDGE HARBOR LANGUAGE POLICY

PHIS MISSION

The mission of Pledge Harbor International School is to challenge and enable students to reach their individual potential in mind, body and spirit while building responsible citizens.

PHIS LANGUAGE POLICY PHILOSOPHY

The PHIS mission statement forms the foundation for our language policy. PHIS recognize that language is fundamental to all learning because it permeates the entire curriculum. As language forms the basis for all learning, this policy is critical for helping the school to achieve its mission. Our Language Policy aspires to fulfill each aspect of the mission statement as follows: “challenge and enable students to reach their individual potential”. By integrating language into every aspect of the curriculum, we are teaching our students to be part of a caring and committed international community that enhances their personal growth, cognitive development and facilitates international understanding. Our Language Policy encompasses programs that reverberates the IB benchmarks where students across the world become active, compassionate and lifelong learners who understand that other people, with their differences can also be right.

English is the Working Language of IB instruction at PHIS as well as for internal and external assessment, and admissions requirements and assessments are conducted in English to ensure students can access the curriculum delivered in English. We also promote the use of mother tongue which in our case is mostly Bengali. All courses apart from Bengali are instructed and assessed in English.

PROCEDURES

Admissions to PHIS

PHIS seeks students from diverse socio-economic, ethnic, linguistic, national and international backgrounds who will benefit from the rigorous academic program and who will contribute to the life of the school. Students are admitted at all grade levels from different linguistic and cultural backgrounds for enrolment.

To secure admission, there will be written diagnostic test followed by interviews with the coordinator where students as well as parents will participate. For not-proficient students in English the ESL department will assess the student's level to determine the extent of support that the students may require to meet the rigor of the curriculum. The Admission Team can make allowance for scores that may have been lower due to English as a second language issues. This is up to the criteria of PHIS admissions. The five stages/phases of learners' aptitude are: 1. Beginners; 2. Pre-intermediate; 3. Intermediate; 4. Upper intermediate and 5. Advanced. The results of the interview, tests and eventual recommendations are made to the Heads of Language Departments regarding placement in appropriate programs.

Support for ESL

Students with limited English language skills are accepted throughout Primary and Middle School and supported through our ESL program. All second-language learners enrolled at PHIS must be tested upon enrollment in the following areas: comprehension (oral and written) and production (oral and written). Based on the students' aptitude at that time, decision will be made as to whether or not ESL sessions are required. Depending on ability students will spend as much time in the ESL programme as possible until they have reached a level of proficiency that allows them to participate in their classes. Each student must take English language classes in order to adapt the medium of instructional language i.e. English.

English as a Second Language (ESL) classes are small group classes in order to tailor the class content to students' needs and also to facilitate interaction among students. The ESL teachers are giving exclusive and intensive efforts to track the students in the regular classes. The ESL teachers are assigned weekly 10 hours for ESL classes per student so that the learners can cope with the medium in the earliest possible time. Hence, three teachers are facilitating for ESL classes to function ESL classes competent.

In some cases, the **ESL teachers** can assist other teachers as co-teachers during regular class time. PHIS expect that students would be proficient enough to cope with the school curriculum.

Language programs at PHIS

PYP

- Focus should be on how children best learn – practical, using a variety of strategies
- Linked with and developed through the unit of inquiry
- Reading, speaking, writing, use of media, all need to be covered and linked
- Collaborative planning between class teachers and specialists is essential
- All languages are valued and PHIS strives to make every student proficient in two languages
- A learning portfolio is kept to track students in the PYP

MYP

- Must have language acquisition and language and literature
- There is consistency in how language acquisition and language and literature is taught no matter what the language of instruction.
- Students must be able to study at least one additional language (or a second language from the language and literature subject group) sustained across the entire year in each year of the MYP.
- A language portfolio is kept to track students throughout their time in the MYP.

DP

- Well-resourced library
- School supports students to make informed self-taught language options

- Languages offered in the Diploma Programme are: Mother tongues like Bangla and others self-taught, English (A) HL and SL, English (B) HL, SL, and Spanish Ab Initio.

Language learning portfolio and placement

Support Mother Tongue

We acknowledge the importance of all students' Mother Tongue in promoting personal identity and maintaining cultural heritage. Although, students in the IB Diploma Program will have opportunity to study more than a language, they are free to speak their mother tongues other than the academic arena.

- Cultural programs, festivities and occasions upholding Bengali culture are carried out by staff and students throughout the academic year in the school campus. Such activities not only ensure the nationalistic feelings amongst Bangladeshi students, the programs also allow the foreign students to appreciate and learn about the Bengali Culture and customs, further allowing opportunities to create International Mindedness within the PHIS campus.

Some of the events where direct mother tongue practices are held:

1. 21 February as International Mother Language Day
2. 26 March observing the National Day of the country
3. 14 April is the Bengali New year cultural program celebrations
4. 16 December the Victory Day of the country
5. Besides, every instruction day entire school sing the National Anthem

Languages to be offered: DP

Group 1: English Language and Literature (both HL & SL) or Bengali Language and Literature (both HL & SL) as a Language A

Group 2: English Language Acquisition (both HL & SL) as a Language B or Bengali Language Acquisition (both HL & SL) or Spanish AB initio

Languages to be offered: MYP

Language and Literature:

1. English - is the medium of instruction
2. Bangla - is the mother tongue of many students of the school and to support students to pursue Bilingual Diploma in future and this is likely

to keep an option to write their Extended Essay about Bangla Language as well.

Language Acquisition:

1. English (ESL), PHIS is retaining English as a Language Acquisition in order to meet the demands of the students who are enrolled from other than English Medium schools.
2. Bangla for those students whose Mother Tongue is other than Bangla.
3. Spanish as it is being offered as AB initio.

As “all IB programmes value language as central to the development of critical thinking, which is essential for cultivating intercultural understanding and responsible membership in local, national and global communities” PHIS is committed to implement this policy .

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 a range of 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 key attributes of an IB learner.

Language Club

As part of moving towards international mindedness PHIS has launched the Language Club in order to introduce, facilitate, and create scope to learn different languages.

The primary objectives of this club shall be:

- To move towards international mindedness
- To exploit all language related potentialities of the learners/ students
- To help us to respect other languages and cultures
- To bring diversities in thoughts and actions
- To have a strong ties among the different languages' speakers

ASSESSMENT OF GRADES, GRADING SYSTEMS, REMEDIAL ASSISTANCE

Teachers should make accommodations in instruction and assessments should be based on these accommodations. Grades should reflect students' participation, effort, and progress. Teachers are encouraged to confer with ESL teachers about specific students. Decisions such as grade retention or failure in classes should be made in conference with ESL teachers, the Principal, guidance counselor, and other professionals. Whenever possible, students should be promoted along with age-level peers.

All students benefit from the assistance of language development found in their academic courses as aided by their content instructors. Language development support can be found in each classroom at PHIS. Formative assessments are designed not only around assessing the acquisition of content knowledge and skills but also around engaging students in regular use of Standard Academic English as well as the language of the content. The instruction, reflection and assessment of content knowledge and skills lead to summative assessments that are regularly reviewed with alignment to the language of instruction and the language of the IB standards, practices and assessments.

Teachers at PHIS regularly commit to providing regular after-school tutorial sessions whereby students are able to get one-to-one or small group support in meeting the course expectations. Moreover, since PHIS is a residential Boarding School, it is customary that teachers make themselves available after school hours to assist students who are lagging or not performing up to their potential. Prior to exams, the Curriculum Office regularly schedules after school sessions for students who need help in certain subjects.

	PYP	MYP	DP
We use all studied languages as a medium of inquiry, providing opportunities to challenge first language speakers and to develop second language speakers.	Y	Y	Y
The ongoing language development of students is the responsibility of all teachers, parents and students.	Y	Y	Y
We understand that we have a diverse student body with diverse needs and that differentiation within our classes is crucial for success for all students.	Y	Y	Y
We teach language through context.	Y	y	Y

We provide for language support beyond the classroom.	Y	Y	Y
We strive to participate in as much professional development that is possible.	Y	Y	Y
We give ongoing feedback on students' progress in all languages of instruction.	Y	Y	Y

APPENDIX 1-MYP language acquisition continuum

The developmental phases do not reflect progressions organized by age or year of the MYP. The overall expectation defined in the Language acquisition guide (2014) is a generic statement that encapsulates the expected learning in a broad, holistic sense.

The three areas of communication (oral, visual and written) are represented by four continuums.

Listening and speaking

Viewing and interpreting

Reading comprehension

Writing

Source: Tables from the Language acquisition guide (2014) "Language acquisition continuums", p. 26-35

Listening and speaking continuum, pages 28-29

Viewing and interpreting continuum, pages 30-31

Reading comprehension continuum, pages 32-33

Writing continuum, pages 34-35

Communication

- Provide students the opportunity to engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
- Understand and interpret written and spoken language on a variety of topics.
- Teachers to clearly instruct different types of learning strategies.
- Present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
- Reading, Writing, Speaking, listening, viewing, and presenting are taught allowing students to enhance skills needed for classroom as well as lifelong situations.
- Teachers use visuals during instruction and accompany printed materials with visuals for clarification and explanation.

- Involve students' culture and family in school events and projects.
- Create a sense of belonging for every student in the class.
- All school communication materials and correspondence will be produced in the *Working Language* English; however, specific documents (targeted at universities or to parents) can be communicated in the *Access language*, Bangla.(refer to *IB Language Policy, Updated February 2014, page2*)

THE USE OF THE LIBRARY AS A LANGUAGE LEARNING

The expansive PHIS library provides a traditional learning environment as well as the necessary up-to-date digital one particularly geared to IB. It is a bright and welcoming two floor facility where students can work individually or in groups in a quiet and attractive environment. The library is also equipped with WIFI. The second floor is specifically catered to IBDP. Students can find a central formal seating with chairs and tables or sofas for a more relaxed study setting. Some seating options are scattered to provide better isolated working stations. Shelf space for printed materials store approximately 7200 titles nearly equally divided between English and Bangla language. Magazines are carried in three languages through 22 subscriptions. A balance is maintained in titles in different subject areas, interests (current events, sciences, literature, history, geography, economy, etc.) and reading levels. A growing selection of videos is also available for the IB learner.

SEN (SPECIAL EDUCATIONAL NEEDS)

Provisions for students who need language support for SEN (language delay or a language based dyslexia who require speech therapy). PHIS have full time On Campus Student Counselor who can assist in these cases. If a further opinion is needed, PHIS will seek professional help.

INCORPORATE INTERNATIONAL MINDEDNESS

PHIS strives to offer a multitude of opportunities to help students gain exposure to various languages and different cultures through real-life experience: art, music, festivals, assemblies, multicultural events and clubs, curricular units and field trips.

CAS activities give opportunities for students to focus on the linguistic and cultural diversity of the community and allow for the practice of languages other than their first language.

PROFESSIONAL DEVELOPMENT

The Coordinators' responsibilities is to ensure that staff is made aware of professional development opportunities, and evaluate and acquire suitable professional development resources. Workshops for teachers are provided regularly (either online or face to face) to ensure teachers and staff are cognizant of the latest methodologies and acceptable methods of teaching as prescribed by IB Guidelines. A variety of resources provides teachers with current research and best practices in language learning. Availability of the PRC and other online resources are ways PHIS staff members keep themselves informed and up to date.

MYP coordinator decides the training/ workshops for teachers based on needs and requirements of the curriculum

- MYP subject teachers took part in MYP face to face workshop “Launching MYP” conducted by on 27 & 28 January 2017.
- Every subject teacher takes part in the weekly MYP meetings conducted by the MYP coordinator.
- Subject teachers have registered and completed the ONLINE workshops “Implementing the MYP curriculum (CAT.1)”

COLLABORATION BETWEEN THE MAJOR STAKEHOLDERS

In PHIS, we believe it is the shared responsibility of all stakeholders: parents, students, teachers, administration, and staff who are responsible for supporting and upholding the language Philosophy and ensuring all students use English responsibly. Each individual has a responsibility in learning and teaching language.

The Teachers:

- Use a variety of strategies to help students comprehend, interpret, evaluate and respond to a variety of sources (verbal and written) even when the sources are in a language other than the students' first language.
- Expose students to a wide range of sources reflecting a variety of culture(s).
- Give students specific and constructive linguistic feedback.
- Seek continuing education regarding language instruction.
- Provide multiple types of assessment: matching assessment to students' learning profiles and language proficiency ensures that every student has an opportunity to demonstrate what he/she knows.

The Students:

- Become an active language learner through inquiry and authentic real-life applications.
- Become fluent in a language other than his/her mother tongue.
- Are respectful of another individual's language and culture.
- See language as a tool for life-long learning.

The Parents:

- Value the development of language skills.
- Participate in meetings regarding the IB Program and language instruction.
- Agree with the Language Policy of PHIS.

Reference:

<http://www.ibo.org/programmes/middle-years-programme/curriculum/language-and-literature/>