

LANGUAGE POLICY

Aims

This policy aims to ensure that we capitalise on our multilingual environment as a resource for learning and support all in language development.

Rationale

We recognise that Nexus International School (Singapore) is an international community of learners from diverse cultural and linguistic backgrounds. In our mission to help develop future global leaders, enabling them to communicate effectively is of paramount importance. Furthermore, we believe that those global citizens who are bilingual and multilingual have clear advantages in terms of movement, employment opportunities and career advancement.

We believe that every teacher is a teacher of English with responsibilities for facilitating both oral and written communication. Furthermore, we believe that bilingual multilingual learners (BML) are on a journey, and we provide learners with access to Bilingual and Multilingual support until it is no longer needed.

We believe that language acquisition is a continuum with phases of development spanning from Mother Tongue down to beginner levels. Where possible, we value and encourage the continuation of language learning for learners to have the time to develop the skills and knowledge needed to master a language. We believe that the course a learner chooses within language acquisition should provide them with an adequate challenge.

Key Definitions

Standard Language: (British) English is the standard for written and spoken communication within the Nexus community and with wider agencies, organisations and external stakeholders. American English is accepted, as it can be found in some of the learning resources

Mother Tongue (MT): A first language, native tongue or mother/father/parent tongue is a language that a person has been exposed to from birth or early development and continues to be used in the home, and, or the community. At Nexus, Mother Tongue languages represent both languages spoken within the local community and those of our diverse Nexus community.

Language and Literature: The study of language and literature involves engaging with and exploring an increasing range of literary and informational texts and works of literature extending across genres, cultures and historical periods. Learners develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts through study and production of a variety of text types and modes.

Bilingual Multilingual Learner (BML): A learner whose first language, or Mother Tongue is not English. A learner who speaks two or more languages.

Language Acquisition: The study of an additional language to be able to communicate in a language other than a Mother Tongue.

LOTE: Languages Other than English. The Learning Area where learners study language acquisition.

Responsibilities

Leaders will

- Promote literacy and linguistic diversity through the Vision, Mission and Values and the curriculum.
- Ensure the inclusion of quality language and BML education across the curriculum and age ranges at Nexus.
- Seek to nurture and promote the linguistic development of its whole community of learners, teachers and parents. This includes providing professional learning opportunities to support staff's understanding and delivery of literacy and language.
- Support the admissions process to recognise the literacy and language needs of each learner individually, enabling us to admit learners to the most appropriate pathway according to their needs. This can include using CAT4 data, writing samples and interviews where required (excluding Early Years).
- Only admit those learners who have a level of English that enables them to access the curriculum.
- Promote international mindedness amongst its whole community, and along with this comes respect for other cultures and languages, including those of Singapore.
- Promote the conservation and development of Mother Tongue languages, encouraging learners to maintain links with their cultures and languages, or that of their parents. This is done through the Mother Tongue programme, School-Supported Self-Taught (SSST) courses, the First Language Mandarin courses and additional home language IGCSE entries where appropriate.
- Support families who share a particular linguistic heritage through maintaining such links by promoting parent networks and facilitating contacts within the community, including embassies and language institutes.
- Communicate learner progress in language acquisition using a framework articulating progression based on stage, not age.

Staff will

- Be literate in both spoken and written English, and should be able to communicate effectively with all stakeholders in the school community, particularly, but not exclusively, learners, colleagues and parents.
- Use (British) English as the standard for written and spoken communication both within Nexus and with wider agencies, organisations and external stakeholders.
- Use English at all times when on school premises, to ensure the operation of a cohesive and inclusive team.
- Teach and promote literacy and the language skills of speaking, writing, listening and reading alongside the mechanics of language (grammar and expression) as applicable within their

Phase or Learning Area.

- Facilitate both oral and written communication by providing models and teaching academic vocabulary and language as appropriate for their Learning Area or Phase.
- Create an environment that supports literacy and language development in terms of both oracy and written responses.
- Utilise assessments to adequately identify and differentiate BML provision.
- Provide for BML through intensive and additional language programmes as well as through in class-support as required for both learners and staff.
- Collaboratively plan to support literacy and BML needs both for general and academic language skills within the curriculum and in assessments.
- Develop language learning through the inquiry-based IB curriculum framework, in a way that is both engaging and culturally responsive.
- Ensure that for language acquisition the language chosen represents an appropriate challenge for the learner.
- Seek opportunities to draw upon and celebrate the diverse languages, cultures and perspectives of the Nexus community and of Singapore through the curriculum, events and activities
- Encourage learners to draw upon and appreciate their own backgrounds, languages and experiences within the classroom to promote intercultural awareness and understanding.
- Encourage learners to attend performances, film screenings and other cultural events from a range of different backgrounds.
- Develop and maintain a collection of resources to support literacy and language learning including in English, LOTE languages and Mother Tongue languages.

Learners will

- Use English as their language of communication and as their main language when at school.
- Have access to a wide range of physical and online resources to develop their literacy and languages.
- Take advantage of the language tools available to them to better access the curriculum, through online and physical resources including bilingual or multilingual resources where necessary.
- Speak and write in complete sentences using academic or content specific vocabulary and structures. During class, learners are expected to speak the language of instruction using appropriate language conventions.
- Develop their Mother Tongue languages and maintain links with their cultures and languages, or that of their parents.
- Draw upon their languages, cultures and backgrounds

Parents and guardians should

- Promote reading for pleasure and communication at home.
- Share their particular linguistic and cultural heritages with the Nexus community, through

events and activities.

- Promote the conservation and development of their Mother Tongue languages by speaking the MT to their children and encouraging their children to maintain links with their cultures and languages, or that of their family or community.
- Encourage their children to attend performances, film screenings and other cultural events from a range of different backgrounds.
- Support learner-centred events or celebrations which promote their cultures and use of Mother Tongue languages.

We adhere to the [IB Language Policy](#).

For more information please see our Curriculum guides [PYP](#), [years 7-9](#), [IGCSE](#), [IBDP](#)