

PHILOSOPHY STATEMENT

The school approach to learning in a new language has the objective of valuing and developing the child's first language (L1 - English or German) and developing a target language (L2) alongside this. We recognise the importance of first language learning and aim to introduce a second, target language (L2), without compromising learning of and in the first language. *No matter the goals of the parents or the aspirations of the school, there is a duty of care to safeguard that language (the child's first language) and ensure its continued development (Chalmers 2019).*

With a focus on literacy first in L1, and daily practice with immersion opportunities in L2, both languages are expected to develop to full academic proficiency. This will take a number of years to do and expectations of language development and learning should remain realistic. At ISB and generally in the IB, these programmes would lead naturally to a bilingual IB Diploma in the final two years of the child's school journey.

IMPORTANT UNDERSTANDINGS TAKEN FROM THE IB DOCUMENTATION

The IB provides schools with very clear guidelines for implementation of the programme across all areas of the school, including language learning. The following points come from this guidance and it is therefore essential that all those involved in and subscribing to the programme understand these.

Research indicates that bilingual education does produce equal or better results in terms of language acquisition and academic achievement compared to monolingual approaches.

- It takes 1 to 2 years to develop basic interpersonal communicative skills in full-time immersion in a new language at school, and 3 to 9 years to develop academic language proficiency (Cummins 2008). If students are learning two new languages, these time frames are obviously longer.
 - Schools need to be sure that they can provide proper support for learning both languages - keeping up with content, and maintenance of the first language for these students.
- Not all bilingual programmes are a good fit for every student - the same programme can be beneficial for one student, but not for others.
 - This is to be considered carefully when selecting a bilingual programme where some students are new to learning both of the languages, (neither of which is their home language). This places them at a significant disadvantage in terms of language and content learning. For these students, continued development of English as the language of instruction is advised, while they continue to develop their first and home language (neither English nor German). We therefore do not recommend the Dual Language Programme for students who are new to both English and German.
 - Bilingual education involves learning, teaching and assessing in both languages of instruction.
- The Dual Language Programme instruction strives to ensure students learn in and about both languages. Realistically students will become more proficient in their L2 (target language) but will need outside support and immersion to achieve true bilingualism.

STRUCTURE OF THE DUAL LANGUAGE PROGRAMME AT ISB






























After reviewing different models of Dual Language learning, ISB has elected to implement the programme based on learning models that have been well researched and have proved to be very successful for both language development and academic content. As the students move from communicating and learning in their L1 to more fluency in L2, they spend more time using L2. Ideally they are working towards a 50/50 weighting when using both languages. This model supports students who are proficient in one of the two languages taught in the Dual Language Programme (English or German). Most importantly, this model allows students to first develop literacy in L1 before transferring these skills to L2 literacy.




To achieve this goal the following guidelines are in place:

- In EC 1 - Grade 1, students have the OPTION of learning in the Dual Language Programme (DLP) OR an English first language programme (ELP) where German is taught as a second language.
- Students will be assessed to establish their best possible fit of learning programme through a variety of methods including teacher observation (for current students) and a language checklist [EC 1](#); [EC 2](#); [EC 3](#); [Grade 1](#). The purpose of these guidelines is to establish which programme best suits the learning needs of each student. Students with language development delays, or those who are new to learning both English and German, are best served in the ELP, where support is available in English.
- The ELP will be similar to the current programme offered at ISB, except with a stronger emphasis on developing German as a second language.
- In EC 2, EC 3 and Grade 1 there are 2 DLP classes, with four staff members, assigned to these two classes. Each child will be assigned to one home base class teacher. This teacher will spend 50% of the teaching time with her class, and 50% with the other class, ensuring that each class receives equal time with each language. (See Fig. 1 below). Each morning, every child will spend the start of the day, being greeted by and getting ready for the day with their home base teacher and a teaching assistant. Having the same teacher and teaching assistant (one German and one English speaking) ensures consistency as students begin the day with the same two staff members and are exposed to both languages.
- Our teachers work collaboratively as a single team to support the learning of all children. It is expected that students will be grouped and learn in all of the rooms assigned to that grade, as well as the common spaces. This will include daily learning blocks in both English and German to ensure each student touches base with each language every day. These learning blocks will include the Language Support and ML (Modern Language: German) teachers.
- Language learning in both languages will be structured, planned and regularly reported on, in line with language continuums developed for the DLP:
 - [Phase 1 Written Language Overview](#);
 - [Phase 1 Visual Language Overview](#);
 - [Phase 1 Oral Language Overview](#);
 - [Phase 2 Written Language Overview](#);
 - [Phase 2 Visual Language Overview](#);
 - [Phase 2 Oral Language Overview](#)
- Some specialist subjects (PE and Library) will be taught in German for the ELP students, and in the language of instruction for that day for the DLP students.
- The DLP will be delivered by teaching staff who are fluent in German or English and these teachers will share responsibility for the students in the DLP at that grade level.

- The DLP classrooms will reflect both languages equally with teachers sharing responsibility for classroom displays. Based on recent research it is evident that teachers should move classrooms and not the students. This ensures the students have a sense of belonging in a safe, language rich environment.
- The DLP students will be immersed in both languages for an equal amount of time each week including two consecutive days of one language with Wednesday (WaldKinder for EC 1 - EC 3) as Dual Language. See Fig. 1 below to understand this better.

FIGURE 1: A SAMPLE OF THE DUAL LANGUAGE STRUCTURE

	EC 1	EC 2A	EC 2B	EC 3A	EC 3B	Grade 1A	Grade 1B
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

	English Teacher		English Teaching Assistant
	German Teacher		German Teaching Assistant

	English Day		German Day
	English and German Day		

STRUCTURE OF EC 1 FOR 2022

Due to the smaller numbers at the start of the academic year, EC 1 students will share a learning space. There will always be a German speaking teacher and English speaking teacher in the room to ensure students are exposed to both languages of instruction. Care will be taken to ensure that those students learning English for the first time receive the necessary support. As the enrolments increase through the year, more learning spaces and staff will be assigned.

TRANSITIONING IN AND OUT OF THE DUAL LANGUAGE PROGRAMME

The aim behind having two options in our Programme is to enable us to provide instruction to each child at their point of need and where they are served best. If, in consultation with the teaching team and parents, we notice a child would be better served in the parallel programme, they will be able to transfer. Ideally, this will be done at a natural transition time (end of semester, current unit or end of year). To ensure consistency and continuity of learning, students should not move between programmes more than once during their time in the programme. The EC Language Checklist, referred to earlier in this document, will be one of the resources used to guide choices around where students will best be served.