



**TEMA INTERNATIONAL SCHOOL**

**LANGUAGE POLICY**

**2018**

## **Contents**

1. Policy	3
2. Implementation	3
3. Review	4
4. Support Material	
4.1 TIS Language Philosophy	5
4.2 Language Profile	6
4.3 Key Elements of Language Learning	7
5. Bibliography	8

## **1. Policy**

As an IB World School, we are committed to the following Practices:

- The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).
- The school utilizes the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11).
- Collaborative planning and reflection recognises that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).

## **2. Implementation**

Since English is the language of instruction at TIS, all students are required to take English as a first language subject and a second language (French and/or Spanish) at Language Acquisition level in Grades 7 – 12.

At IB Diploma level, based on the need and availability of resources, there is the option, including school supported self-taught, to take languages other than English as a language option in Group 1 to support mother tongue development.

Students whose language skills are not up to grade level in certain areas, or English not being their Mother Tongue, are offered (EAL) support in order to acquire the skills required for success at grade level. The determination of the need for support and kind of support are based on a student's achievement level at entry. The support takes a variety of forms i.e. in-class or inclusion support and/or withdrawal intensive language learning support.

English is the language of instruction for all grades. At the IB MYP level, the students take English as the option for Language and Literature as a subject. At the IBDP level, students have a choice of studying English A: Literature or English A: Language and Literature at either the higher and standard levels.

At TIS students take both French and Spanish as an additional language in Grades 7 & 8 using the MYP Language Acquisition curriculum. Teaching and learning in MYP Language Acquisition is organized into six phases, which represent a developmental continuum in acquiring an additional language. When looking at the assessment criteria for students, it is important first to identify the phase level at which the student is currently working.

If a student is in his/her first year of studying French and/or Spanish, he/she is placed in phase 1. Students with an intermediate proficiency in the language are placed in any of the phases 2 to 4 depending on the standard the student has reached in order to progress to the next phase of learning. For each phase there are phase-specific language

acquisition objectives described, which form a planning of progression of learning. These descriptors are to enable teachers to identify, for each student, the phase in which he or she will commence their MYP Language Acquisition course.

In Grades 9 and 11, students choose either French or Spanish as an elective for Language Acquisition, including the option of *ab initio* in the DP. In each program the relevant objectives are used for teaching and learning.

Mother tongue classes are conducted as part of the After School Activities (ASA) program.

### **3. Review**

This policy will be reviewed at the end of each academic year.

## **4. Support Material**

### **4.1 TIS Language Philosophy**

At TIS we believe that language is the key to learning.

The school places importance on language learning, including mother tongue, host country language and other languages.

Through language, learners can develop into internationally minded individuals who become inquirers, knowledgeable, good communicators and reflective thinkers. In other words, it is through language that one can exhibit the Learner Profile attributes of being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. TIS sees language as the means through which international mindedness can be expressed and that language should be used as a tool of inclusion rather than exclusion.

Teaching and learning addresses the diversity of student language needs, including those for students learning in a language other than their mother tongue.

It is language that can help people to create a better and more peaceful world through intercultural understanding and mutual respect.

As English is the medium for teaching and learning across the whole curriculum throughout all subject areas, language can therefore not be seen as the sole responsibility of the language teachers. In this context, every teacher becomes a language teacher.

## **4.2 Language Profile**

The majority of the students are of West African origin, while others hold passports of the US, UK, Canada and China. About 84% of the students also have a mother-tongue, including Twi, Fante, Ga, Ewe, Hausa and Ibo. Where possible, these languages, as well as other foreign languages, are supported by teachers to teach these as part of co-curricular activities.

### **Linguistic and Cultural Diversity**

TIS seeks to enable learners to function as internationally-minded global citizens which, in part, entails the ability to adapt capably and comfortably within and between cultures. Developing the capacity to speak more than one language is an integral part of this preparation and, as a result, all students study at least one additional language at TIS as part of their curriculum.

Since English is the language of instruction at TIS, all students are required to take English as a first language subject and a second language (French or Spanish) at Language Acquisition level in Grades 7 – 12.

TIS organises language development programs and activities such as the annual Creative Writers' Workshop and annual study tours to France and Spain.

### 4.3 Key Elements of Language Learning

	<b>English</b>	<b>Spanish</b>	<b>French</b>
<b>MYP</b>	Language A	Language B	Language B
<b>DP</b>	English A HL	Spanish Ab Initio SL	French B HL
	English A SL	Spanish B HL	French B SL
		Spanish B SL	

In order to meet the objectives of Language and Literature, teachers of English need to concentrate on each of the macro skills of language: listening, speaking, reading, writing, viewing and presenting. These are very much interactive and interrelated, though teachers may choose to emphasize them in discrete learning experiences.

#### **Interdisciplinary Connections**

In subject areas, collaboration and reflection among teachers ensure that all teachers are responsible for language development of students.

#### **Learning Centre**

The school's Learning Centre is stocked with books, a majority of which are in the English language. Students also have access to books on the internet (Oliver).

#### **Further Considerations**

Considering the requirements of the IB Language Policy together with the challenges the school faces with the Mother Tongue Development Program as a co-curricular activity, a more critical look towards formalizing the program may be necessary with time. In this regard, we may have to explore the possibility of providing at least one teaching period per week for teachers who are capable and interested in teaching a mother tongue to support students as part of a more formally-structured program.

The school may also have to explore whether hiring part-time or supplement teachers to support students with their mother tongue development is the way to go in order to enable the building of a workable effective Mother Tongue program. In addition, service trips to communities that will enable some of these students to interact with the people and other forms of exposure to their culture may be an aspect that we will have to consider in order to ensure that students are proficient not only in the speaking of their mother tongue, but knowledgeable in their various cultural idiosyncrasies that are necessary for one to communicate effectively in a language.

Review of the process used to identify the language needs of each learner will also be important.

## **5. Bibliography**

International Baccalaureate Organization, 2008. *Guidelines for Developing a School Language Policy*, Peterson House, Cardiff, Wales.

International Baccalaureate Organization, 2011. *Guidelines for Developing a School Self Reflection on its Language Policy*, Peterson House, Cardiff, Wales.

International Baccalaureate Organization, 2011. *Language and Learning in IB Programmes*, Peterson House, Cardiff, Wales.

International Baccalaureate Organization, 2017. *MYP Language and Literature Guide*, Peterson House, Cardiff, Wales.

International Baccalaureate Organization, 2017. *MYP Language Acquisition Guide*, Peterson House, Cardiff, Wales.

International Baccalaureate Organization, 2017. *MYP From Principles into Practice*, Peterson House, Cardiff, Wales.

International Baccalaureate Organization, 2016. *Programme Standards and Practices*, Peterson House, Cardiff, Wales.