

# **TIS Language Policy**

## **Policy Statement**

Tema International School emphasises language learning, including mother tongue, host country language and other languages. The school utilises the resources and expertise of the school community to enhance language learning through collaborative planning and reflection with a recognition that all teachers are responsible for students' language development. Teaching and learning address the diversity of student language needs, including those of students learning languages other than their mother tongue. Assessment at school aligns with the requirements of the programme(s). At the Primary School level, Ghanaian Sign Language, mother tongue, Mandarin and French are taught as a second language.

## **Implementation**

Since English is the language of instruction at TIS, all students must take English as a first language subject and a second language to satisfy IB programme requirements.

If resources permit, students whose first language is not English have English as the second language and their mother tongue as their first language at the secondary school.

Second languages at TIS include:

- French, Mandarin, Ghanaian Sign Language, Ewe, Twi and Ga (PYP); and
- French and Spanish (MYP and DP).

Language support is provided as per the Learning Diversity Policy.

## **Review**

August 2023

## **SUPPORTING STATEMENTS**

### **1. Language Profile**

Most students are of West African origin, while others hold passports from the US, UK, Canada, Kenya 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.

### **2. Language and International-Mindedness**

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. TIS organises language development programmes and activities such as annual study tours to France and Spain.

### **3. Key Elements of Language Learning**

The following subjects are available across English, French and Spanish, Mandarin, Ghanaian Sign Language and mother-tongue.

- PYP English
- PYP Ghanaian Sign Language, French, Mandarin, Ewe, Twi and Ga
- MYP Language and Literature (English)
- MYP Language Acquisition (French and Spanish)
- DP English A: Language and Literature HL and SL
- DP English A: Literature HL and SL
- DP Language B French HL and SL
- DP Language B French Ab Initio
- DP Language B Spanish HL and SL
- DP Language B Spanish Ab Initio

In special cases, a mother-tongue different from English may be taken as a Group 1 language in DP.

In order to meet the objectives of Language and Literature, teachers of English 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.

## **TIS Language Policy**

At IB Diploma Programme 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. TIS works with Pamoja to offer subjects requested by students for whom the school can directly recruit no qualified teacher, including teachers of mother tongue languages other than English, which the IB recognises.

Students whose language skills are not up to a phase level in certain areas or who have English not being their first language are offered support to acquire the skills required for success at their grade level. The need for and kind of support is determined based on a student's achievement level at entry. The support takes various forms, including in-class or inclusion support and/or withdrawal-intensive language learning support. At the IB MYP level, the students take English as the option for Language and Literature as a subject. At the IB DP level, students can study English A: Literature or English A: Language and Literature at either the higher or 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 organised into six phases, which represent a developmental continuum in acquiring an additional language. When looking at the assessment criteria for students, it is important to identify the phase level at which the student is working.

If a student is in their first year of studying French and/or Spanish, they are placed in phase 1. Students with intermediate proficiency in the language are placed in phases 2 to 4, depending on the standard the student has reached to progress to the next learning phase. For each phase, there are phase-specific language acquisition objectives described, which form a planning of progression of learning. These descriptors enable teachers to identify, for each student, the phase in which they will commence their MYP Language Acquisition course.

In Grades 9 and 11, students choose French or Spanish Language Acquisition, including the option of ab initio in the DP. In each programme, the relevant objectives are used for teaching and learning. Mother tongue classes are conducted as part of the After-School Activities (ASA) programme (MYP and DP).

### **4. Interdisciplinary Connections**

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

## **TIS Language Policy**

### **5. Learning Centre**

The school's Learning Centre is stocked with resources, both hard copies and electronic, to support learning all the languages taught in the school.

Students also have access to books on the internet (<https://tis.oliverasp.co.uk>).

### **6. Bibliography**

International Baccalaureate Organization, 2014. *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, 2019. *Learning Diversity and Inclusion in IB Programmes*. Cardiff: Peterson House.

International Baccalaureate Organization, 2020. *Programme standards and practices*. Cardiff: Peterson House.