

# LANGUAGE POLICY

American

International School

of Brazzaville

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## **Philosophy**

At the American International School of Brazzaville (AISB), our linguistically diverse community helps develop mutual understanding and international mindedness. We firmly hold that the development of a mother tongue is paramount to intellectual development and expressing cultural identity.

Adapted from Manaret Heliopolis International School -  
[https://mhischool.net/wp-content/uploads/2020/10/MYP-Language\\_Policy-2020-1.pdf](https://mhischool.net/wp-content/uploads/2020/10/MYP-Language_Policy-2020-1.pdf)

Language is key to inquiry, communication and self-expression in every area of the school and all aspects of life. Therefore, the teaching of language is viewed as a shared responsibility of all members of our learning community

### **AISB Language Profile**

- **AISB** uses English as its primary language of instruction
- English and French are both used in our communication with parents, given the fact that most of them come from Francophone backgrounds.
- Students learn French and English as mother tongue or in Language Acquisition classes.
- Additional languages are introduced to the students in the PYP such as Lingala.
- Spanish is one of the world languages taught in the secondary school.
- **AISB** acknowledges the importance of the mother tongue for developing the students' intellectual development, self-identity and acquiring other languages, as well.
- Acquiring additional languages enriches personal abilities and promotes internationally minded students.
- The aim of the language policy is to develop multilingual students who are able to communicate effectively, both orally and in writing.
- Since we believe that language is essential to all learning, therefore all teachers at **AISB** are language teachers.
- Our goal is to:
  - Learn the language**, as students use it to communicate.
  - Learn about language**, as students develop an understanding of how it works.

**Learn through language**, as students use it as a tool to understand, think, and reflect

### **Principles and Practices of Teaching Languages**

To develop excellent communicators, we believe that:

- Language and literature and language acquisition teaching integrate and develop language skills in reading, writing, viewing, and presenting, listening and speaking.
- The **Assessed curriculum**, which is concerned with the assessment of the actual learning that takes place for each student, happens in the form of formative and summative assessments at different stages of the unit.
- Teachers apply **Differentiation** as a central element of language teaching and learning. Teaching and assessments are thoughtfully applied to suit individual needs, abilities and learning styles.
- New applicants are assessed for their language competency through reviewing previous reports, observation, entry assessments and interviews.

### **Beliefs and Standards**

- The school places importance on language learning, including

mother tongue, host country language, and other languages.

Standard A7

- The school supports access for students to the IB programme(s) and philosophy.
- The school strongly encourages participation for all students. Standard A9a
- The school has developed and implements language policy that is consistent with IB expectations. Standard B1.5a
- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue. Standard C3:7
- Teaching and learning demonstrates that all teachers are responsible for language development of students. Standard C3:8

### **Student Language Profile:**

- Language has an important role in affirming and expressing identity, impacting on self-efficacy and students' beliefs in their ability to succeed.
- Language learning is an interplay between learning language, learning through language and learning about language.

- Student Language Profile development will be supported by the whole learning community after placing the Diagnostic Assessment where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction.

### **Parent Support for Language**

Parents are encouraged to support language development at home through homework assignments and grade level newsletter suggestions. Parents may be asked to read with students on a regular basis, discuss concepts to check for understanding/comprehension, assist with inquiry-guided research, complete writing prompts, and encourage oral communication.

### **Support for Language Learners**

Our teachers are working to create a caring language community to enhance the language learning of all students. AISB strives to promote a language-rich campus for all students through the implementation of technology, multimedia and library resources. We ask that teachers be well informed of their students who have language needs and other language abilities.

AISB encourages families to continue mother tongue development at home, and support is given to these students whose mother tongue is a language other than English. Some of our teachers are already certified in teaching students who have English as their second language, and all our teachers undergo basic training on how to support students whose first language is not English. We also provide support through our parent body (those who speak the same language) and through our professional staff. This includes two French teachers, two Spanish teachers, two Mandarin teachers, and several staff members who speak additional languages.

### **Language in the PYP Classroom**

In the PYP classroom, language is supported through various literacy activities such as guided reading, writer's workshop, writing in content, classroom libraries, visuals, instructional vocabulary, individual word lists, daily read aloud activities and opportunities for students to use language during presentations and collaboration.

Learning is differentiated in the classroom in a variety of ways. Students are individually assessed in their reading ability, organized into groups, book clubs, and literature studies. They participate in buddy reading as well. Writing is used to focus on meaning as much as technical skill, and self-expression is encouraged by regular intervals of written and oral reflection. The focus of the learning is for the experience to be relevant, engaging and challenging to each student.

### **Language and the PYP Program of Inquiry**

Language is integrated throughout the Program of Inquiry. Higher level thinking, key concept questions, and extended research all lend themselves to having a strong vocabulary and language presence within the planners. Oral, visual, and written language are all present within planner activities. Literature selections both in read-alouds and guided reading are chosen to build an understanding of the concepts within the planners.

### **Additional Languages**

French and Lingala are the second languages taught to our elementary students through several formats. French is taught from Grade 1 to 5 while Lingala is taught from Grade 3- 5.

## **Language Resources**

Since AISB opened in 2012, our goal to increase language resources has been forefront. We have built and continue to add to an extensive literacy library of leveled books that support our IB planners. The AISB library has an array of fiction and nonfiction books, and we are continuing to grow our collection of books in other languages. In addition, every class has an assortment of books to boost their reading skills and expand their understanding through research.

## **Language of Instruction in the MYP and MYP Language & Literature**

English is the Language of Instruction. Within the Middle Years Program, students will read a variety of texts including narrative, informational, and argumentative. Through listening, reading and writing instruction, students will locate, evaluate, and synthesize information in order to develop existing and create new knowledge.

MYP assessment criteria to consider the fundamental concepts of analyzing, organizing, producing text, and using language with the purpose of communicating, learning holistically and promoting intercultural awareness.

In order to provide students with an authentic and diverse language and literature learning experience, teachers will:

- ☐ Use the MYP aims and objectives as best practice
- ☐ Facilitate reading in all subject areas
- ☐ Enable students to learn and use language effectively, appropriately, accurately, and confidently.
- ☐ Develop students' powers of oral and written communication.
- ☐ Enable students to develop and use language skills in a variety

of contexts and purposes.

- ☐ Promote the appreciation, understanding, and analysis of literature.
- ☐ To provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.
- ☐ Use formative assessments to drive instruction
- ☐ Design reading/writing instruction with authentic summative assessments
- ☐ Provide opportunities for students to take action within the larger community
- ☐ Provide opportunities for real life knowledge and cultural awareness through language instruction.

### **MYP Language Acquisition**

AISB offers second language acquisition courses in the following languages recognized by the MYP:

- ☐ French
- ☐ English
- ☐ Spanish (MYP 1, 2 & 3)
- ☐ Lingala is taught as a part of 'After School Activity' for MYP students.

Determines placement in Language acquisition courses by:

- ☐ Giving them a placement test to determine in which phase they will continue with language acquisition from a previous educational experience.
- ☐ Teacher professional judgment
- ☐ Students must be able to study the same additional language in



each year of the MYP, or achieve a satisfactory proficiency in phase 4 in order to transfer to another language.

**In order to provide students with an authentic and diverse language acquisition learning experience, teachers will:**

- Use the MYP aims and objectives as best practice
- The language acquisition course should provide a linguistic and academic challenge for students in order to give them the best possible educational experience.
- Students should be given the opportunity to develop their language skills to their full potential, as well as the possibility of progressing through the phases over the course of the MYP.

<b>Crit. A: Listening</b>
<b>Crit. B: Reading</b>
<b>Crit. C: Writing</b>
<b>Crit. D: Speaking</b>

- The language acquisition subject group objectives represent some of the essential processes of language and have been organized under the same four communicative processes for each of the six phases in order to assist teachers with planning, teaching and assessing. They are as follows:

**Time allocated for teaching different languages per week - number of classes**

Grade Level	Language and Literature English	Other subjects taught in English (I & S, Music, Drama, Design,	Language and Literature French or French Acquisition	Language Acquisition: English, Spanish
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		Sciences, Math, PE)		
MYP 1 – G6	2-3	~15	2-3	3-4
MYP 2 – G7	2-3	~15	2-3	3-4
MYP 3 – G8	2-3	~15	2-3	3-4
MYP 4 – G9	2-3	~15	2-3	2-3 (choice of elective)
MYP 5 – G10	2-3	~15	2-3	

### **Bibliography**

Manaret Heliopolis International School (2020) *MYP Language Policy*. Retrieved from [https://mhischool.net/wp-content/uploads/2020/10/MYP-Language\\_Policy-2020-1.pdf](https://mhischool.net/wp-content/uploads/2020/10/MYP-Language_Policy-2020-1.pdf)

Meridian International School Primary Years Programme (PYP) Language Policy. [https://www.mwschool.org/apps/pages/index.jsp?uREC\\_ID=205309&type=d&pREC\\_ID=449131#:~:text=Writing%20is%20used%20to%20focus,and%20challenging%20to%20each%20student.&text=Language%20is%20integrated%20throughout%20the%20Program%20of%20Inquiry](https://www.mwschool.org/apps/pages/index.jsp?uREC_ID=205309&type=d&pREC_ID=449131#:~:text=Writing%20is%20used%20to%20focus,and%20challenging%20to%20each%20student.&text=Language%20is%20integrated%20throughout%20the%20Program%20of%20Inquiry).