

MYP - Language Policy

A language policy is an integral part of an IB World School. This policy outlines guidelines for the use of languages in the school and in communication with other parties. This policy was developed for the Middle Years Programme. A language policy is a working document that guides the learning practices for staff and students at St. James School. It asserts the notion that all teachers are language teachers. Furthermore, acquisition of more than one language enriches personal development and helps facilitate international-mindedness.

Philosophy of Language:

Language is the foundation for communicating and inquiring which is essential for the development of social, emotional and cognitive skills. Language is used and expressed differently in different contexts and audiences and will change over time. Developing language is an ongoing process as the child develops skills, knowledge and concepts to achieve fluency and proficiency. It is important to respect and build upon a child's first language as experience in one language will benefit in the acquisition of other languages. Language permeates the whole curriculum. Listening, speaking, reading, writing, viewing and representing are the necessary skills for knowledge acquisition and construction of meaning.

St. James School Objectives:

- to support children in Language and Literature as outlined in the Ontario Ministry Language Arts Program, and the IB Language and Literature Guide
- to build confidence, competency and proficiency in Language Acquisition (French) as outlined in the Ontario Ministry French as a Second Language Program, and the IB Language Acquisition Guide
- to promote language development in all disciplines and incentivize all students to apply these skills across curricula
- to provide support to help manage everyday experiences in the local environment for English as a Second Language (ELL) learners
- to support mother-tongue learning, so as to assist any additional language learning and maintain and enhance a student's cultural links
- to promote the students' language diversity to enhance the school culture

Instruction of Language and Literature & Language Acquisition (French)

Within the context of teaching language, teachers strive to:

- promote inquiry-based authentic language learning;
- focus on the transdisciplinary nature of language learning;
- incorporate the teaching and learning of language into all disciplines;
- develop and interrelate the skills of listening, speaking, reading, writing, and media literacy;
- promote consistency of practice in the teaching and learning of Language and Literature and Language Acquisition (French);
- develop students' appreciation and respect for the diversity of societies of Canada and the world through the study of language.

More specifically, within the Language disciplines of Language & Literature and Language Acquisition students work to meet certain requirements and objectives. There may be some commonalities across the two, but there are also some distinct learning approaches and objectives as well. Specifics regarding each are outlined in the chart below.

Language and Literature	Language Acquisition
<ul style="list-style-type: none"> • offered in English, most students mother tongue, and the language of the instruction in the school 	<ul style="list-style-type: none"> • based on French as a Second Language learning • program includes Phases 1 & 2 – phase determination based on student body prior knowledge skill set in the community
Requirements:	Requirements:
<ul style="list-style-type: none"> • a minimum of 50 hours of teaching time • engage students in aspects that pertain to community and culture • be a balance of language and literature • develop all language skills including: listening, speaking, reading, writing, and critical literacy skills • provide linguistic and academic challenges • offer a study of a wide range of literary and non-literary text types, writing style and techniques • include a study of a balance of genres and range of literature • include a world literature component <i>(L & L Guide, p. 14-15, 24)</i> 	<ul style="list-style-type: none"> • a minimum of 50 hours of teaching time • one additional language sustained across the entire programme • opportunity to progress through the phases over the years of the programme • each class to be grouped in no more than 2 phases • engage students in the study of many aspects of the language and culture of a community • develop students' language; reading, writing, listening, speaking, critical literacy skills • a linguistic and academic challenge • offer a study of a range of text types, writing styles and techniques <i>(LA Guide, p. 18-19, 21, 42)</i>

Objectives: Year 1:	Objectives: Phase 1:
<p>Objective A: Analyzing</p> <ul style="list-style-type: none"> i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator’s choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features written and between texts <p>Objective B: Organizing</p> <ul style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention <p>Objective C: Producing Text</p> <ul style="list-style-type: none"> i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas <p>Objective D: Using Language</p> <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques 	<p>Objective A: Comprehending Spoken and Visual Text</p> <ul style="list-style-type: none"> i. identify facts, messages, main ideas and supporting details in everyday situations ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text <p>Objective B: Comprehending Written and Visual Text</p> <ul style="list-style-type: none"> i. identify basic facts, messages, main ideas and supporting details ii. recognize basic aspects of format and style, and author’s purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text <p>Objective C: Communicating in Response to Spoken and/or Written and/or Visual Text</p> <ul style="list-style-type: none"> i. respond appropriately to simple short phrases ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicate with a sense of audience <p>Objective D: Using Language in Spoken and/or Written Form</p> <ul style="list-style-type: none"> i. write or speak using a range of basic of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize basic information and use a range of basic cohesive devices iii. use language to suit the context

Recommendations of time for Language Learning

IB MYP:

Students in Years 1 – 3 must receive a minimum of 50 hours of instruction annually in both Language and Literature as well as Language Acquisition.

Ontario Ministry of Education:

Students in Grade 4 - 8 must meet a minimum of 200 minutes of Core French per week.

French specialist teachers are expected to teach French language through an integrative approach. The teachers follow a scope and sequence to help support their teaching of listening, speaking, reading, writing and inter-cultural understanding.

Language Profile of Students

Through diagnostic reading assessments, students are benchmarked throughout the year on accuracy, fluency and comprehension in language arts. Teachers use the information provided by these assessments to help plan for instruction and intervention if needed. The information is shared to parents through ongoing oral or written communication, report cards, and student-led conferences.

Assessing Proficiency in Language

Students who qualify for ELL funding in Dufferin-Peel are assessed at our Newcomer Assessment and Reception Centre or at the school level to determine the stage of English language acquisition and literacy development. All teachers at St. James School are aware of the language stages of the students in their class and modify and/or accommodate the student's individual programs as appropriate.

All students at St. James are assessed for their primary and secondary language proficiencies in reading, writing, speaking and listening using a variety of formal and informal measures. Further information regarding assessment practices are highlighted in our Assessment Policy document.

English Language Learner (ELL) Supports

Students receive ELL supports in the classrooms through differentiated instruction practices, accommodations and modifications to programming where necessary. Students who require many modifications to programming often receive extra ELL instruction by a specialized teacher. The families at St. James also have access to board settlement workers and support services. Teachers and resource support staff use a variety of literacy resources, and intervention strategies to support the language development of all students (e.g. Guided Reading, Newsela, Word Reference/translation sites, Nelson Moving Up & Stepping Up).

Mother Tongue Support

Mother tongue is a matter of cultural identity. To promote maintaining and celebrating the connection to one's mother tongue, the school offers literature in a selection of multilingual and multicultural books including a French language section. These can be accessed in both the school library and literacy room. Students are encouraged to share information in their mother tongue, particularly during Student-Led Conferences, at reporting periods.

There are opportunities for parents to share their rich cultural heritage as well as their mother tongue through a variety of school celebrations and events. Mother tongue languages have also been honoured through the development of posters of common IB language, common classroom greetings, singing of O Canada in French, and multilingual prayers.

The Dufferin-Peel Catholic District School Board supports linguistic and cultural diversity and the maintenance of mother tongue by offering:

- Elementary International Language Classes on the weekend for students;
- access to information on the board website in various languages;
- interpreters to support home school communication (e.g. parent-teacher conferences);
- Newcomer Reception and Assessment Centres which provide families and students a supportive introduction to the Ontario school system;
- diversity workshops for teachers;
- specialized English Language Learner teachers.

Mother Tongue Languages at St. James School

From our 26 identified ELL students out of a student population of 230 (PYP & MYP combined), the mother tongue languages that are spoken at home include: Tagalog, Spanish, Polish, French, Vietnamese, Croatian, Hungarian.

Professional Development for all Stakeholders

Teachers are provided with a variety of opportunities to participate in professional development to improve effective language instructional practices through workshops, courses and resources.

Our Language Policy is based on the principles and guidelines provided in the following sources:

- *Learning in a Language other than Mother Tongue in IB programmes*
- *Guidelines for Developing a School Language Policy*
- *Programme Standards and Practices*
- *Principles into Practice*
- *Language and learning in the IB Programmes*
- *Language Acquisition and Language and Literature Guides*
- *Growing Success*
- *Education for All*
- *Learning for All*
- *A Framework for French as a Second Language*
- *Supporting English Language Learners: A practical guide for Ontario educators*
- *English Language Learners: ESL and ELD Programs and Services*

Resources for Students, Parents and Teachers

<http://studyladder.com>

<https://newsela.com>

<https://scope.scholastic.com/>

<https://junior.scholastic.com/>

https://dpcd.ent.sirsiidynix.net/client/en_US/jamee?rm=ELEMENTARY+ERE0%7C%7C%7C1%7C%7C%7C0%7C%7C%7Ctrue

Nelson Moving Up and Stepping Up

Nelson Literacy 6

Nelson CASI

Scholastic The 10 books

Dual/Multilanguage

<http://www.childrensbooksforever.com/>

<http://www.thelittlebigbookclub.com.au/e-books>

<http://www.toon-books.com/toon-readers.html>

<http://www.duallanguageproject.com/booklets.html>

<http://en.childrenslibrary.org/>

<http://www.thornwoodps.ca/dual/index.htm>

<http://www.biguniverse.com/readkidsbooks>

<http://www.ipl.org/div/hello/>

French Language

<http://www.chillola.com/index.html/>

<http://www.radio-canada.ca/jeunesse/>

<http://www.caillou.com/indexFR.shtml>

<http://www.tv5monde.com/>

<https://www.frenchforlife.ca/students-games-and-learning-activities.cfm>