

Endeavor International School IB Middle Years Programme

Language Policy

Philosophy

Language is fundamental to all learning, thinking, and communicating. Therefore all teachers at Endeavor International School (EIS) are part of language teaching. The EIS teachers acknowledge the importance of continuously including the teaching and learning of language throughout the program as a connection across the curriculum.

Through language, students can explore areas of interest and communicate in a diverse, multicultural world. Students being able to communicate and express effectively in all classes, including MYP Projects, is a high priority for EIS teachers. Accordingly, staff in EIS:

- Support the development of student language learning through reading, writing, speaking, and listening.
- Facilitate proficiency in English and the pursuit of competency in a language other than the mother tongue.
- Create a community that respects all cultures, races, genders, sexual orientation, and religions regarding the power of words and texts
- Commit to developing academic language in subject-specific areas.

Language Profile

The language profile of our school indicates that all our students, including Spanish heritage students, are English speakers.

Mother Tongue Support

Even though the majority of the students at EIS are English speakers, within the student body are many students who are bilingual and multilingual. These students are encouraged to develop their mother tongue through the wealth of media center resources.

We organize cultural events where the older students offer language support to younger ones of the same heritage. We hope that the interactions among different cultures represented in the

student body will encourage all students to be life-long learners and inquirers who can communicate and be open-minded about the differences in the world.

Spanish for Heritage Speakers is taught at EIS, which focus on:

- Reading and writing in Spanish
- Expansion of vocabulary in Spanish and English. Research shows that literacy skills in Spanish enhance their English literacy development.
- Better communication at home about what is occurring in school. If students speak only Spanish at home but in school learn new and subject-specific English words, they may be unable to communicate to their families what they are learning in school. In this class, students will learn the Spanish vocabulary needed to share topics, concepts, and vocabulary they are learning in their other classes.

Students are encouraged to choose personal projects and activities which have personal meaning and that give back to the cultures that their families represent. This way, these activities allow students to use the language of their heritage and develop communication skills in both languages.

Students have access to other resources such as newspapers and magazines in a variety of languages, which help them to be aware of current affairs, to foster an interest in reading, and to develop confidence, fluency, and comprehension.

Language and Literature

The language of instruction is English, and students are taught English syntax, grammar, and communication skills in all IB classes.

Teachers are responsible for:

- helping students develop language skills by reading and using oral language through oral presentations, debates, speeches, songs, and dramatic reading.
- encouraging students to develop their language skills through writing in all subject areas. Writing skills are fostered by giving students real purpose for expressing themselves through journaling, essays, blogging, and lab reports.
- modeling the correct language usage in conversations and lessons presentation while maintaining sensitivity to the student's cultural background.
- Providing specific feedback students need in order to develop further and refine their language proficiency
- Assigning tasks that promote the development of higher-order thinking skills to enable students to become thoughtful and effective communicators
- Presenting opportunities for students to interact with multiple perspectives through analysis of a variety of texts

Language Acquisition

We recognize the importance of students becoming linguistically and culturally proficient. The study of another language provides the student a means to understand other cultures and show respect for these cultures. All EIS students are encouraged to pursue proficiency in a second language. Reading, writing, listening, and speaking are all vital parts of language development. Our students can develop these skills in Spanish or French. Our program promotes the development of language acquisition via the six phases, with each phase offering an increasing level of language proficiency in reading, writing, speaking, and listening. Our language acquisition courses seek to:

- Develop the skills to understand and communicate effectively in an additional language, within a variety of situations, and through the modalities of reading, writing, speaking and listening.
- Encourage the appreciation of other cultures through academic and extracurricular experiences to help students develop multiple perspectives and the traits of the IB learner profile.
- Promote language acquisition development outside the classroom through participation in service-learning and community arts and cultural experiences.

This policy is reviewed every two years by the staff of EIS and made available to all families.

Resources

- Language and Learning in IB Programmes
- www.ibo.org; Language -policy-en
- Robbinsdale Middle School, Language Policy