



BISHOP DAVID MOTIUK
CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

Bishop David Motiuk Language Policy

This policy was developed for both the Primary and Middle Years Programmes in the school. It asserts the notion that all teachers are language teachers and that language learning is in alignment with the Learner Profile. Furthermore, acquisition of more than one language enriches personal development and helps facilitate international-mindedness.

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

- *PYP Making it Happen: A Curriculum Framework for international primary education*
- *Learning in a language other than mother tongue in IB programmes*
- *Guidelines for developing a school language policy*
- *Programme standards and practices,*
- *IB learner profile*
- *A Transformation in Progress: Alberta's K-12 Education Workforce 2012/2013*

Rationale: Our policy was written with the premise that:

- ❖ 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.
- ❖ A language policy is a working document that guides the learning practices for staff and students. There are significant implications to the implementation of the policy, including but not limited to, school operation, languages of instruction, the acquisition and development of learning resources
- ❖ The use of languages can have a significant impact on student learning, in particular a student's view and understanding of culture, international mindedness, and language structure.

Beliefs and Values: We believe and value that language is:

- ❖ A social means of exploring and communicating meaning.
- ❖ A way of communicating thoughts, feelings, and experiences
- ❖ Using prior knowledge to build upon a child's repertoire of skills
- ❖ A shared responsibility of all teachers



BISHOP DAVID MOTIUK
CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

Our language philosophy is that 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. Acquisition of 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 learning of other languages. Language permeates the whole curriculum and listening, speaking, reading, writing, viewing and representing are the necessary skills for knowledge acquisition and construction of meaning.

Objectives:

- ❖ to support children in the Language of Instruction as outlined in the Alberta Education Language Arts Program of Studies
- ❖ to build confidence and competence as foundation skills in Filipino Language and Culture and French as a Second Language, while building towards fluency
- ❖ to provide support to help manage everyday experiences in the local environment for English Language Learners (ELL)
- ❖ to facilitate the process of learning new languages in the future.
- ❖ to support mother-tongue learning, so as to assist any additional - language learning and maintain and enhance a student's cultural links
- ❖ to utilize the students' language diversity within school contexts to enhance the qualities of the PYP and MYP.

These objectives are maintained by the following curricular supports in the school which include:

- Alberta Education Language Arts Program of Studies
- The PYP language scope and sequence document as well as other curriculum support documents
- Alberta Education French as Second Language Program of Studies and scope and sequence documents
- Various language support materials and resources for different grades
- The locally developed Kindergarten through Grade 3 French as a Second Language scope and sequence

Instruction of Language A and B

Within the context of teaching language, teachers strive to:

- promote inquiry-based authentic language learning



BISHOP DAVID MOTIUK
CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

- focus on the transdisciplinary nature of language learning
- incorporate the teaching and learning of language into the programme of inquiry
- develop the skills of listening, speaking, reading, writing and media literacy
- interrelate the skills of listening, speaking, reading, writing and media literacy
- promote consistency of practice in the teaching and learning of all languages.

In order to achieve these actions, teachers receive professional development from our ELL designates, collaboration for the creation of lessons by coordinator and designates, and horizontal and vertical collaboration with subject area colleagues.

Age and additional language learning

IB PYP: Instruction in an additional language should begin by the time the learner reaches age 7. In so doing, the child will have an understanding of language structure and the cognitive and metacognitive skills that may be used to facilitate the learning of the additional language.

IB MYP: Students must receive 50 hours of instruction over the course of the year in Language Acquisition at a minimum beginning in Grade 6.

The chart below outlines the MYP Language Acquisition task requirements that align with the language acquisition phases. The phases do not correspond to particular age groups or MYP year levels.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
French	Year 1 Year 2 Year 3 Year 4	Year 4				



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CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

Each phase is assessed according to four criteria. A=Comprehending spoken and visual text, B=Comprehending written and visual text, C=Communicating in response to spoken, written, and visual text, D=Using language in spoken and written form.

Proficiency in an additional language

In the MYP and PYP focuses on developing the elements that will encourage the child to continue their involvement in learning an additional language.

According to research these elements include the learner:

- having an established foundation in the first language
- having a positive experience in the learning of an additional language
- having attributes such as empathy and openness to risk taking.
- participating in language instruction that seeks to develop skills in the five categories of language competency as defined by Canale (1983):

- ❖ grammatical competence (referring to knowledge of vocabulary, sound and grammar)
- ❖ sociolinguistic competence (knowledge of how to use language appropriately in different contexts such as the Grade 9 Quebec Trip)
- ❖ discourse competence (linking elements of language together to take part in certain kinds of discourse, for example, conversation)
- ❖ strategic competence (knowledge of appropriate strategies to use if communication breaks down and knowledge of how to learn language)
- ❖ cultural competence (includes sensitivity toward attitudes, norms, behaviours and cultures in which the other language is spoken).

Supporting the development of these elements is our focus, with the ultimate goal being to have students use an additional language for the purposes of real communication.

The additional languages are utilized, where feasible, in other subject areas. Teachers create a positive atmosphere in the classroom and use the Learner profile as a fundamental guide to support the development of the learner to be successful in an additional language.

Recommendations of time for additional language learning



BISHOP DAVID MOTIUK
CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

The IB:

The recommendation of regular, brief (30 minutes or slightly less), intensive daily lessons beginning by age 7, preferably integrated with other subjects can serve as a practical guide for PYP schools to fit the additional language into the timetable.

Alberta Education:

In Grades 4-9 it is recommended by Alberta Education that students are engaged in 100 - 150 minutes of Core French a week.

Implementation of time for additional-language learning

Age group 5-9 years Kindergarten – Grade 3:

Teachers are expected to teach French language through an integrative and transdisciplinary approach for a minimum of 30 minutes a week. The teachers follow a scope and sequence to help support their teaching of these areas. Examples are days of the week, counting, greetings, and songs.

Age group 9-12 years Grades 4-6:

For this age level, the teachers spend 150 minutes of French instruction a week. The school strives to have a language specialist to teach French in Grades 4 – 6.

Age group 12 – 15 Grades 7 – 9:

For this age level, the students receive between 100 -150 minutes of French instruction a week. The school has a language specialist to teach French in Grades 7 – 9.

Mother Tongue Support

Mother tongue is a matter of cultural identity. In order to support this belief, every class has access to multilingual books from the book room and learning commons. School celebrations and events will be used as an important forum of inculcating an awareness of mother tongue in coordination with parents who will share their rich cultural heritage as well as mother tongue. Mother tongue languages have also been honored through the development of classroom displays, common classroom greetings and multilingual songs and prayers.

The research relating to mother-tongue maintenance and development (Cummins and Danesi, in Baker and Prys Jones, 1988) is particularly significant. This research indicates that students



BISHOP DAVID MOTIUK
CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

following a mother-tongue maintenance and development programme receive the following benefits.

- They avoid language loss and the resulting negative effects, for example, subtractive bilingualism (where the development of a second language is detrimental to the first language—see glossary for a more-detailed definition).
- They perform at least as well (often better) in mainstream subjects (science, humanities, etc) as monolingual students.
- They perform at least as well (often better) as second-language students who don't maintain their mother tongue and are schooled wholly in the second language.
- They retain a positive attitude toward their mother tongue and cultural background when the school shows acceptance of the mother-tongue language, accounting for increased self-esteem and its resulting benefits.

1. ELL Student Population:

a. Bishop David Motiuk School is comprised of a multinational population of families, several of which who are English Language Learners. Currently, for the 2019-2020 school year, we have 286 active ELL students, and over 500 foreign language students.

b. The spoken languages of our ELL students include Cebuano, Edo, Filipino, French, Igbo, Ilocano, Portuguese, Romanian, Russian, Spanish, Tagalog, Twi, Ukrainian, Vietnamese and Visayan.

2. ESL Assessments, Funding, and Support:

a. Students who qualify for ESL funding in our school district are assessed using the ELL benchmark tracking assessment. This includes the IPT, and the Fountas and Pinnell standardized reading assessment, which determines a student's independent and instructional reading levels. All students are assessed for their English language proficiencies in reading, writing, speaking and listening, using a variety of formal and informal measures.

b. Students receive ELL supports in the classroom through various teaching techniques, accommodations, and various teaching strategies based on their level of proficiency. Some of these supports may include visual aids, graphic organizers, dramatization, and small group work. Students who are identified as a level 1 or 2 on the Alberta Education ESL Proficiency Benchmarks receive support through inclusive programming, which may include short term pullout based on ability.



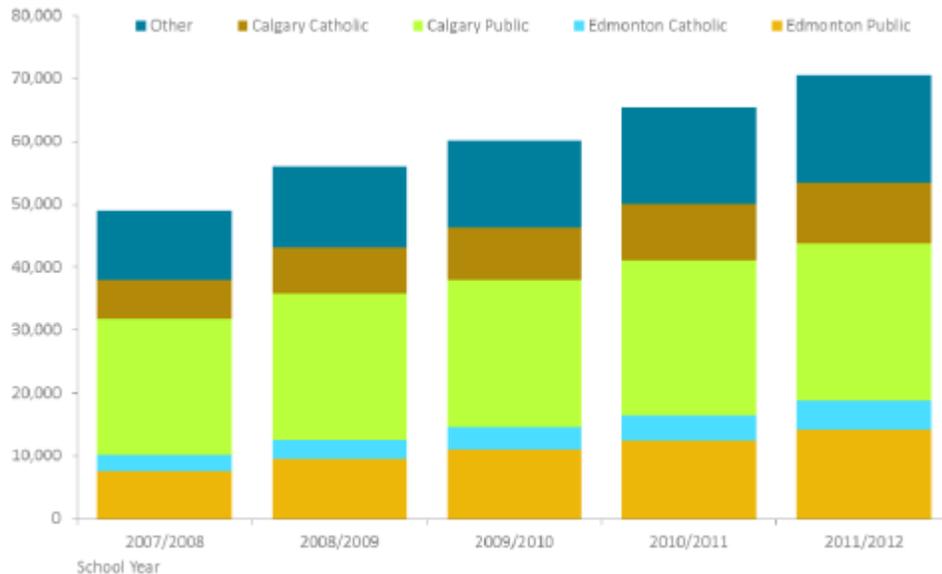
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Transformation of student population in Alberta

As cited below in the document “A Transformation in Progress: Alberta’s K-12 Education Workforce 2012/2013”, the student profile across Alberta is transforming and will need careful considerations annually:

“Across Alberta, the ESL population comprises approximately 10% of the total student population. In the larger metropolitan boards, ESL populations comprise almost 25% of the total student population. The largest proportion of the total ESL student population is in the Calgary school authorities (Figure 4) followed by Edmonton school authorities”.

Figure 4: Alberta’s English as a Second Language Population (2007/2008-2011/2012)



Source: Alberta Education, Business Intelligence Reporting (2012)

Professional Development for all stakeholders

Teachers have access to professional development opportunities and support through the school district’s Learning Services Innovation consultant team, as well as the cross-district Community of Practice model. Teachers explore a variety of approaches and tools to help them embed effective language instruction in their own classrooms, and to grow a culture of literacy across the school community. These may include, but are not limited to, Balanced Literacy, Reading and Writing Workshop (Lucy Caulkins’ Units of Study), The Daily Five, and



BISHOP DAVID MOTIUK
CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

Empowering Writers. The Fountas and Pinnell reading assessment and intervention tools are also part of the instruction and assessment cycle.