



L'école Mondiale
Inspiring Excellence • Building Character

Language Policy

School Mission Statement

The mission of L'école Mondiale is to provide the best possible education as also to mould strong religious and moral character of our younger generations. We aim to produce talented youngsters who would distinguish themselves by their knowledge, competence, religious, humanitarian and moral standards. The pupils are groomed to approach all types of problems in a positive and constructive manner, to respond to the requirements of an ever-changing world, to show tolerance and respect to others and to serve their religion, society, country and humanity in the most befitting manner.

IB Mission Statement

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect. We value our hard-earned reputation for quality, for high standards and for pedagogical leadership.

Overview

A language policy is an action statement. It is concerned less with where the students in a school are going, and more with how they are going to get there. *(How to make the language policy come alive, a blog written by Carolyn Thistlethwaite, Deputy Head of Junior School & PYP Coordinator, Trinity Lutheran College, Australia; clarity) (1)*

Our written language policy includes provision for second-language teaching and mother- tongue language support that meets the needs of the students and reflects the principles of the programme.

We believe that, since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication. We recognise that all

languages are equal and mother tongue is key to the development that must be taught in an integrated way. We understand that language is more than knowing words: the quality of persuasive, moving or graceful expression increase self esteem.

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The school promotes the development and appreciation of the core values of the Learner Profile for the personal growth of the students into international minded individuals of a global community. (*Explained on page 3 and 4 of Inclusion policy; inclusive approach*)

PHILOSOPHY

At L'école Mondiale, language is a main tool for learning, communication, and expression. We encourage intercultural awareness, new perspectives, curiosity, and an appreciation of our world's diversity through language. We aim to develop students with extensive communication skills so they thrive in the diversified world.

“Apart from the IB requirements, a school language policy is also derived from the school's language philosophy and is a statement of purpose that outlines goals for language teaching and learning. It is constructed around

pedagogical and learning beliefs and is therefore also a statement of action, describing practices for achieving and evaluating goals. It must take into consideration the particular language factors of the local context.” *(Page 32 of Language and learning in IB programmes; What is a school language policy?)*

PROFILE

a) Diversity of Language - Language Needs of Learners

There is diversity in the languages spoken at home by students and their families. These languages are usually regional, and vary in dialects from around Pakistan. Of these languages, Urdu is taught formally in school from early years to primary years, and is a state sanctioned requirement.

English is the official language of the school. Therefore, the school provides its students a unique opportunity to learn to communicate fluently in English language other than their Mother Tongue, which is Urdu in most cases, to promote linguistic development and fluency, both verbal and written.

Any child experiencing difficulty with English is trained to continue communicating in Urdu, while maintaining a consistent focus on English language. So, the students maintain a medium of expressing their thoughts and develop a fluency in school’s official language. *(Explained on page 3 and 4 of inclusion policy; language learners)*

b) Language of Communication

English is the official language of instruction at L’école Mondiale. However, accommodations may be made for students with trouble expressing certain thoughts in English, in supplement to teaching and learning in English. We aim to maintain a step by step log of progression of learning which would be maintained by the PYP Coordinator along with the Teachers to map

out the differentiated learning needs of the students and draft a plan to address them. This plan of action would be supported by School's Inclusion policy.

We recognise that administrators, teachers, librarians and other school staff will require professional development in the fields of language learning and teaching. The trainings are added in the school's action plan to make this policy document a living document. (school's action plan, philosophy; The school places importance on language learning, including mother tongue, host country language and other languages)

PEDAGOGY

The overall pedagogy promotes integrated language development and considers language as a transdisciplinary element throughout the curriculum. Here are the key components and practices mentioned in the text:

Listening and Speaking:

- Cooperative discussions, role play, assemblies, presentations, puppets, and story time are used to provide opportunities for students to develop their listening and speaking skills collaboratively.
- Viewing and Presenting:
- Various media are utilized according to purpose and audience.
- The connection between text and images is explored.
- Students learn to use media to organize their ideas and thoughts.

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Reading:

- Reading fluency and comprehension are considered foundational skills for language development.
- Vocabulary building is facilitated through a range of texts, including graded readers and books chosen based on students' abilities and interests.
- Phonics and sight vocabulary are taught in early years to develop reading skills and independent spelling strategies.
- Reading corners in classrooms promote enjoyment and exposure to a variety of texts.
- Placement assessments are conducted in grades 1-2 to determine reading fluency levels, and graded readers are issued from the library to promote literacy and extend the love for reading at home.
- Students needing additional support receive one-to-one reading assistance.
- Reading logs are encouraged to track students' reading progress.

Writing:

- The focus is on the sound and letter relationship, spelling patterns, grammar, and vocabulary, which are taught implicitly.
- Writing is viewed as a process, and pre-writing exercises help students structure their ideas and thoughts.

LANGUGAE LEARNING EXPERIENCES:

- Various materials are provided to ensure all students can access learning experiences and develop their language skills.
- Different instructional approaches are used, including whole-class, small groups, pairs, and individual work, based on students' needs, the activity, and learning objectives.
- Teachers model receptive and expressive language skills, share quality reading and writing materials, and provide texts to support language learning.
- Print-rich environments and displays are created to enhance language learning and encourage students to share their learning.

Library:

- The library plays a central role in the PYP learning approach.
- Students have scheduled library lessons to explore resources for both learning and pleasure reading.
- Culturally diverse books are available to nurture international mindedness and celebrate diversity.
- Students have the opportunity to take a book home from the library every week.

Reading Stations:

- Each class has a reading corner with a variety of books catering to different reading levels, individual interests, and both fiction and non-fiction genres in English and Urdu.

Online and Multimedia Resources:

- Online and offline dictionaries, thesauri, and encyclopedias are used to encourage research and learning.
- Softwares like MyOn and Britannica are utilized to enrich reading experiences.

Assessment:

- Formative and summative tasks are designed to target language skills development.
- Criteria and rubrics are shared with students to enable self and peer assessment.
- End-of-year goals and benchmarks are communicated with parents.
- Portfolios reflect students' language development progression.
- Presentations and discussions showcase students' learning and language development in expressing and communicating thoughts and ideas.
- Three-way conferences involving students, parents, and teachers are conducted to discuss learning progress and language development.

PARENTAL INVOLVEMENT

Parents play a very important part in our learning community and provide great support for language learning. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. Parents are involved as mother tongue teachers, donating resources for the library. Parents are involved in presentations and as volunteers to come and speak on various student forums. (School newsletters)