

Month/Year completed: May 2020	Policy: Language	Date of Review: May 2020
Developed by: CP Coordinator, Principal		
Philosophy	<p>“Language is not just a body of vocabulary or a set of grammatical rules. A language is a flash of the human spirit. It’s a vehicle through which the soul of each particular culture comes into the material world. Every language is an old-growth forest of the mind” (Wade Davis).</p> <p>At Montreux International School, language is fundamental to communication, a medium of inquiry and central to children’s intellectual, social and emotional development. Many students at Montreux International School are multilingual for whom English is not necessarily their first language. All teachers at Montreux International School are language teachers who are empathetic to the intellectual, social and emotional needs of learners in an authentic and holistic approach to language teaching and learning. Students at Montreux International School learn language, learn about language and learn through language to acquire the ability to think critically and communicate effectively in a complex, global society. The acquisition of language is a dynamic, life-long process that permeates all learning. The development of a second language is fostered at Montreux International School and is considered an important component of becoming a global citizen and implementing the IB Philosophy of International Mindedness.</p> <p>Language is taught throughout the curriculum by the process of inquiry in learning. Teachers meet the student’s diverse literacy needs of students in the classroom by planning activities that support literacy development (differentiation) and through collaboration with the EAL teachers to support additional learning needs in the classroom.</p> <p>Students are encouraged to engage with and wonder about texts and make meaningful connections to the literacy in the units being studied. This is additionally evident through the translation texts studied in English Language and Literature at Montreux International School. Through inquiry, analysis and application to real life situations, students become readers, writers, and communicators who use new novel ways to express their ideas and make sense of the world around them; including interdisciplinary connections. Through classroom experiences, students are given time to build background knowledge, and have the learning to be adapted to their specific needs, and are given opportunities to extend their use of language through collaboration and inquiry with other learners.</p> <p>Reading</p> <p>Reading instruction happens daily in all subject areas; all teachers are teachers of “language”, and are encouraged to use a variety of practices, such as modeling, guided reading, independent reading, and choral reading, in order to predict and infer, and think critically about what has been read to help create meaning for the student.</p> <p>Readers make sense of text by addressing accuracy, fluency, and comprehension. Students are supported to apply these reading skills in each academic area to support the building of new an applicable vocabulary to be used in the classroom and beyond. Creative and critical thinking become part of the reading experience as students understand ways of looking at the</p>	

	<p>world around them through literacy development and making disciplinary and interdisciplinary connections linked to their CP components and the career-related study in Hospitality and Business.</p> <p>Writing</p> <p>Writing instruction happens in all subject areas for a variety purposes. Teachers use a variety of strategies to support writing different text types through focused ways of instruction and scaffolding. Through text types such as; reflection, procedural, expository, report, and description, teachers differentiate for learning styles of the students within each subject area depending on the student’s language needs.</p> <p>Students learn to make meaning through the writing of contextual information in order to produce complex texts for a variety of academic purposes and audiences. Writing offers students a way to develop, organize, and communicate ideas, feelings and information by using their individual style and tone.</p> <p>Visual Language</p> <p>In all subject disciplines, students interact with words, products, and images. Teachers are encouraged to support students in understanding how to interpret visual text to enable students to analyze, and make meaning from what they see. The approaches to learning skills (ATL) are used to scaffold this understanding in each subject area.</p>
<p>Guiding Principles</p>	<ul style="list-style-type: none"> ● places importance on language learning, including mother tongue, host country language and other languages ● demonstrates that all teachers are responsible for language development of students ● affirms students’ identities in order to promote self-esteem and international-mindedness and cultural understanding ● promotes the appreciation, understanding and analysis of literature ● explores language as a means to understand multiple perspectives ● addresses student language needs, including those for students learning in a language(s) other than mother tongue ● supports ongoing professional development for teachers
<p>Language Use at Montreux International School</p>	<p>Montreux International School is a broadly multilingual school where scores of languages may be in use at any one time. While English is the language of instruction and communication throughout the school, students use their mother tongue to communicate to friends and family. Students regularly use their mother tongue to better understand some of the cognitive academic language they are working to understand in class and while studying.</p>
<p>Parent Involvement in Language Profile</p>	<p>As part of the admissions process families new to Montreux International School complete a language profile questionnaire which provides information on:</p> <ul style="list-style-type: none"> ● The child’s first language ● Additional languages of study or fluency ● The language of the mother, father and/or guardian ● The language spoken at home ● The language of schooling ● Parent goals and preferences for their child’s language learning ● Potential Country of study or career destination in the field of Hospitality and Business <p>The various language options are provided to parents, particularly in the Secondary School upon enrollment. The language learning requirements and options are noted above.</p>

	<p>Language proficiency requirements for entry into Montreux International School are articulated in the Admissions Policy.</p>
Learning the Host Country Languages	<p>Host Country Languages – French, German, Italian At Montreux International School, in addition to the Language of Instruction (English), students are encouraged to learn the languages of our host country and namely our canton, French, German and Italian.</p>
Development of Mother Tongue	<p>At Montreux International School, a mother tongue or a first or home language that which a student has: (a) learnt first; (b) identifies with or is identified as a native speaker of by others; (c) knows best; or (d) uses most. Students for whom English is their mother tongue have the free choice of additional languages for the purposes of Language Development.</p> <p>Mother tongue maintenance and development is important for the following reasons:</p> <ul style="list-style-type: none"> ● to develop, and maintain language and literacy skills in the mother tongue for continuous cognitive development ● to develop cultural identity ● to understand the language and literature and culture of home countries ● to re-adjust to life in home community and/or education system upon return to the home country. <p>Students’ home language development and maintenance is encouraged and recommended by Montreux International School’s school community. The school facilitates the establishment of a range of Mother Tongue courses and workshops in its extra-curricular programme. Extra-curricular activities in language study are offered by parents, students (as part of the Service Learning programme) or outsourced through professional language instruction providers.</p> <p>In the Career-related Programme, students who are not fluent in their mother tongue, may use the Language Development programme further develop their mother tongue language.</p>
Support for English Language Learners	<p>Admissions All students applying for admission to Montreux International School are screened to see if any support is needed through English as an Additional Language (EAL). The school recognizes that, for many of its students, English is a second language, and the obligation is on the school to give them every opportunity to reach the level of language required for success. Particular care will be needed with students whose first language is not English. Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Assessment of English proficiency begins in the assessment process on entry to the school through the use of CAT4. The assessment data highlights those that may show a low verbal score with a higher rating for non-verbal reasoning, indicating that language may be a barrier. At this point, the student would be referred to the English Language Learning lead for additional assessments using the British Picture Vocabulary Scale. Students who require an English language access course will be provided with an intensive online immersion programme that can be accessed both at home and within the School. Additional support may be delivered within regular lessons for those with the greatest need to ensure they are accessing the curriculum.</p>

	<p>From Montreux International School’s Admission Policy</p> <p>Students who require an English language access course will be provided with an intensive online immersion programme that can be accessed both at home and within the School. Additional support may be delivered within regular lessons for those with the greatest need to ensure they are accessing the curriculum.</p> <p>EAL Support in the Diploma Programme Subjects</p> <p>In order for all students enrolled in the English A courses to have equity of access and support in their DP English A course of study, the guidelines recommended by the IB need to be followed in order to best support our students. If exceptional circumstances arise and a student is enrolled in English A, but their language proficiency is not at the required level, then consistent push-in or pull-out EAL support may be provided at additional cost to the family (for pull-out only).</p> <p>Additional Information</p> <p>The English Teacher will regularly communicate with the CP Coordinator a complete list of EAL students with language-based data as well as any relevant anecdotal information. Teachers are also provided with basic strategies for assisting EAL students.</p> <p>In addition to various methods of differentiation already use in Montreux International School classrooms, teachers may slow down delivery, use repetition and vocabulary and concept lists prior to reading a challenging text for EAL students. Teachers may also allow the use of dictionaries by or provide extended time on summative assessments. As well through Language Development, students can do research in their mother tongue and translate it to English, to compile as a part of their portfolio.</p> <p>Our language program at Montreux International School is structured around the belief that “every teacher is a language teacher” and is capable of providing high-quality, differentiated language teaching to all of their students. For this reason, EAL students are only pulled out of their classrooms in the early stages of their English learning and in exceptional circumstances in agreement with the CP Coordinator. At this point, during and after intervention, they are capable of working with limited support inside the mainstream classroom.</p>
<p>Language Development other than Language of Instruction and Host Country</p>	<p>Career-related Programme Language Development Course:</p> <p>The ability to communicate in more than one language is essential to the IB’s concept of an international education. The Language Development course encourages students to improve their proficiency in a language other than their best language.</p> <p>The options include, but are not limited to:</p> <ul style="list-style-type: none"> • a school-designed course • an external provider of language development • an online language course • a school-monitored self-directed language study. <p>Over the course of more than 50 hours of study, the Language Development programme will be designed to develop students’ linguistic abilities through:</p> <ul style="list-style-type: none"> • oral communication

	<ul style="list-style-type: none"> • visual interpretation • reading comprehension • writing skills <p>The most important considerations in deciding on the Language Development path that students will take are that:</p> <ul style="list-style-type: none"> • the language studied is not the student’s best language • language development should be a challenging educational experience • language development should have a <i>clear purpose</i> for students and, if possible, connected to a student’s career-related studies. <p>CP students are required to maintain and complete a language portfolio to document their learning activities and <i>provide evidence of language engagement and development</i>. Students will update the language portfolio throughout the course and their Language Development teacher will check and discuss the language portfolio with students regularly.</p> <p>Students may also be able to take a DP Language Acquisition course to fulfill their CP language requirements but must complete the CP language portfolio requirement. At this moment this is not available to students at Montreux International School, but may be in the future and so is covered in the scope of this policy.</p>
<p>Language Policy as a Working Document</p>	<p>Parents meet regularly with the teachers, CP Coordinator and Principal to discuss the progress of each of the programmes and offer suggestions for improvement. Feedback regarding the language policy at Montreux International School is solicited from parents in this way.</p> <p>The language policy is reviewed yearly by the teachers, CP Coordinator and Principal. Should changes be required, suggestions are made and then brought to the CP Steering and Academic Meetings for discussion and possible approval.</p>
<p>Communication of Language Policy</p>	<p>The Montreux International School Language Policy will be available to all current and potential members of our community on our website.</p>
<p>Referencing Practices</p>	<p>As noted in the Academic Honesty policy, Montreux International School has selected the Modern Languages Association (MLA) style of documentation. All courses will use MLA. Students will be given guidance in using MLA and should make it a practice to use this style whenever citing or referencing their work as part of an assessment.</p>
<p>References</p>	<ul style="list-style-type: none"> • <i>Learning in a language other than a mother tongue in IB programmes</i> (2008) • “Guidelines for developing a school language policy” (2008) • “Language Development” in <i>The Career-related Programme: From principles into practice</i>, p. 55 (2015) • <i>Developing academic literacy in IB Programmes</i> (2014) • <i>Policy adapted from various</i>