



## American School of Antananarivo

### Language Procedures

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#### ASA's Guiding Statements

##### Vision

*Your best self for a better world*

##### Mission

We are an inclusive and caring community that embraces diversity. We nurture inquiry, integrity and innovation to prepare for future challenges.

##### Values

- **Creativity:** we imagine, innovate and create in order to express ourselves and solve problems
- **Open-mindedness:** we engage with new ideas, appreciate multiple perspectives and care about others
  - **Inquiry:** our curiosity and questions drive our learning
  - **Passion:** we are enthusiastic about and find joy in what we do; we view setbacks as opportunities for reflection and growth
- **Balance:** we create harmony between our responsibilities and participate in activities that bring us fulfillment and emotional and physical health.

##### International Baccalaureate® 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.

## **International Baccalaureate® Learner Profile**

This procedure document fosters the following Learner Profile attributes:

Inquirers **Knowledgeable Thinkers Communicators** Principled **Open-minded**  
Caring Risk-takers Balanced **Reflective**

### **Related ASA Policies, Procedures & Guidelines**

This procedure document is related to the following ASA documents:

ASA Academic Integrity Procedures

[Admissions](#)

[Inclusion](#)

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## Policy Purpose

This policy explains ASA's beliefs about language, provides goals for teaching and learning language, and aims to result in consistent practice and pedagogy, common understanding and common terminology amongst students, teachers, and community members.

## Language Philosophy

At American School of Antananarivo, we believe that language is central to teaching and learning. Our vision is for our students to be successful, productive, and positive members of their local and global communities. Per *Language and Learning in IB Programmes*, language is central to critical thinking and the development of language and multiliteracies is crucial for the success of all learners. Not only a means of cultural expression, language is also a tool allowing all members of our school to enhance open-mindedness and citizenship at a national and international level. We believe that the maintenance and development of the home language (which the IB refers to as *mother tongue*) as well as the acquisition of more than one language are key to cognitive growth, social-emotional growth, and cultural identity, fostering identity affirmation and empowerment. We also support the learning of the Malagasy language and culture of Madagascar, our host country. Teachers support language in each subject area. Language is at the core of all areas of our curriculum and the interconnectedness of all members of our school community.

We believe that:

- in order to attain their full potential, all students need strong language skills
- in order to be connected with their own cultural identity and heritage, all students have the right to develop and maintain their home language
- learning more than one language helps students to become world citizens, respectful of others and adaptable to diversity
- additive bilingualism has many advantages for the student, socially, psychologically and cognitively and has an end goal of multilingualism
- all teachers are teachers of language with the responsibility of teaching communication skills
- our pedagogical approach reflects the ideas in *Language and Learning in IB Programmes*, in that "language learning should be open and inclusive, affirm each learner's identity and autonomy, and promote critical thinking."

## Language of Instruction

The Language of Instruction (LOI) at ASA is English: throughout the school, all subjects, except Language A, and Language Acquisition/Language B are taught through the medium of English. While we are an American School, we recognise that there is no one international English. Teachers and students at ASA come from different countries and speak and write a number of different versions of English. Students will hear different accents and dialects, and a part of their learning experience in the LOI will be to appreciate and differentiate between the varieties of

English worldwide. We also recognize the changing nature of English, both oral and written, which means that our LOI is dynamic, not static.

We believe that:

- the LOI is more than merely a tool of instruction; it is important for reflection, metacognition and social interaction
- our LOI gives students a point of entry into the global community in which we live, and provides a myriad of opportunities for students beyond the classroom and beyond their time at school
- learners learn both the content of their subjects and the language itself through the medium of language, both written and oral
- students for whom the LOI is not their strongest language may require, and should be provided with, additional support

As a school we believe that all teachers are teachers of language. Teaching skills in communication and the LOI are not only the responsibility of the English department. All teachers are therefore:

- responsible for helping learners in the LOI, in written and oral form
- responsible for explicit teaching the ATL of Communication.
- responsible for teaching both the terminology and the written and oral genres specific to their subject
- responsible for ensuring that they model proper English language use and register in the classroom
- responsible for teaching and implementing citation practices in line with the Academic Integrity policy. Modern Language Association (MLA) and American Psychological Association (APA) referencing is used in all classes except science, which uses APA referencing.
- spelling and grammar - students and teachers may use either American and British spelling as long as it is used consistently. All teachers are encouraged to support the development of spelling and grammar skills in all written work across all subject areas.

### Whole School Overview of Languages Offered at ASA

Programme	Language A	Language B	ELL Support
PYP	English French Malagasy	English French Malagasy	✓ Pull out and push in support
MYP	English French Malagasy	Malagasy French Spanish	✓ Pull out and push in support
DP	English Language & Literature French Language & Literature	French Spanish	✗

## English (LOI) in the Elementary School

In the Primary Years Programme, LOI development takes place in authentic contexts, both within and outside of the Programme of Inquiry. The LOI is a powerful tool to engage learners and is used by students when negotiating new meanings and understanding new concepts. In the Elementary School, we are committed to a guided inquiry approach to LOI development. LOI is integrated into all subjects as teachers interrelate the skills of listening, speaking, reading, writing and media literacy; however, stand-alone lessons also occur. The classrooms are language rich environments, with an assortment of text types and a wide variety of literature available. The curriculum provided builds on students' prior knowledge and understanding as we use developmental continuums to plan for teaching and learning in language. We aim to provide differentiated learning engagements to ensure all students are successful.

ASA uses the American Common Core curriculum for its kindergarten-grade 5 classes, within the PYP framework.

## English (LOI) in the Middle Years Program and the Diploma Program

In the Secondary School students are immersed in a rich English-medium environment where all teachers are language teachers. As would be expected, they also have a dedicated English class in the MYP/HS/DP. This class develops the linguistic skill of the students via a range of authentic learning experiences, and a focus on formative assessment that encourages students to recognise, and aid, their own development.

Through this linguistic study, students are exposed to an array of text types. Whether they be literary works or non-literary texts, students develop their understanding through a variety of methods. Written responses, class discussion and dramatic interpretations are some of the routes taken in accessing and developing the students' understanding. Consequently, a strong culture of differentiated learning encourages all students to become more independent learners. Collaboration between teachers is encouraged to seek an integrated approach to learning, at a level appropriate to each student. In addition, students are encouraged to consider issues from multiple perspectives to enhance understanding of their own culture and to develop international mindedness. Thus communication is both an objective and assessment criterion for secondary students. (*Language and Learning in IB Programmes*)

ASA references the American Common Core Standards for its MYP and HS G11/12 classes, and offers DP English courses for grade 11 & 12 students at two levels:

- Language & Literature Standard Level (SL) (150 hours)
- Language & Literature Higher Level (HL) (240 hours)

**The language A: language and literature** course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally diverse materials, and to encourage students to question the meaning generated by language and texts. ([http://www.ibo.org/globalassets/publications/recognition/1\\_langlitsl.pdf](http://www.ibo.org/globalassets/publications/recognition/1_langlitsl.pdf)).

Students in IB SL and HL Language and Literature study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type, students will investigate the power of language and the ways in which it shapes and is influenced by identity and culture. Students are challenged to make connections between the texts and their own experiences, as well as larger global issues.

The model for IB Language and Literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels. In the IB language and literature course the IB assessment tasks are similar for SL and HL students, and all students develop, and are assessed on, oral and written skills. HL students are required to study additional literary and non-literary texts allowing them to delve deeper into course concepts. Additionally, HL students have a fourth assessment component, the higher level (HL) essay.

We also offer **High School English & Communications**, which explores a range of topics, focusing on building practical communication skills that address current global issues. Students focus on standard writing types, speaking skills, and critical media literacy through non-literary texts. Learner outcomes include understanding how and why media is created and shaped, the influence it has on society, and the power the audience holds to interpret the message. This course encourages critical and creative thinking about issues that matter to students. Students identify, analyze, and produce standard writing including personal and academic essays, news stories, and other real-world texts. Students enhance their public speaking through speeches, campaigns, and presentations. Assessment takes on various forms, is centered around student agency, and done for an authentic audience. The goal of assessment is to provide students opportunities to practice real-world skills needed for university and the workplace.

### English and Academics

At ASA we recognize that a major task for all teachers at the Secondary level is the teaching of English for academic purposes. The majority of ASA students do not have English as their home language. To facilitate learning for all students, but especially second language learners, teachers are encouraged to use the following methods:

- allowing students to read material in their best language, where appropriate, to facilitate the grasp of concepts
- using visual materials alongside oral instruction to help understanding
- using actions alongside oral instructions
- reinforcing oral instructions (especially homework tasks) with written instructions
- teaching subject-specific terminology, including the appropriate register
- teaching the written conventions of the subject, e.g. Science Lab reports
- giving student-centered activities which allow students to explore ideas and concepts through talk in an environment that allows students to take risks
- structuring tasks and scaffolding lessons and assignments so as to maximize every student's opportunity for success
- differentiating assessment tasks where appropriate, and allowing students choice in how they present their learning
- using the language of the ATLs for reflection and using MYP command terms.

## **English Language Learners (ELL)**

In order that all students gain equal access to the curriculum, as well as have the opportunity to participate in all aspects of school life, ASA will provide English language learning (ELL) support throughout the school for students whose first language is not English. Supporting ELL students is the responsibility of all classroom teachers with the assistance of the ELL Student Support Team.

ASA will ensure that the objectives of the ELL Program are driven by [ELL Scope and Sequence](#) (informed by the WIDA: Measure of Developing English Language) is a suite of English language proficiency assessments for grades K-12]. The ELL program objectives are:

- Teaching effective listening, speaking, reading and writing in English
- Supporting teachers and providing necessary accommodations, particularly in terms of assessment, to allow an ELL student to succeed at his/her level when needed.
- Supporting teachers to modify the skills, content and/or assessment of classes to make them more accessible to ELL students when needed.
- ELL teachers work alongside the mainstream subject teachers to make accommodations and/or modifications for the ELL student as needed.

## **English Language Learner (ELL) support in the Elementary School**

ELL support in the PYP consists of pull-out and push-in support. The support offered is structured yet flexible to allow for additional support for our very beginner students. The intention is to support students with both social and academic vocabulary, grammar, sentence structures and overall skills to access the classroom curriculum and use of oral language in order for the student to be able to successfully participate in the classroom. The ELL pull-out group provides a safe environment where students feel comfortable taking risks and experimenting with their English language skills. As students' language skills progress, the class emphasis integrates more classroom context in order to support learning in all subject areas through an inquiry-based approach.

The purpose of in-class support is to provide both classroom teachers and English language learners with support and guidance within the classroom environment. ELL teachers collaborate with homeroom teachers by providing support, modifying activities, making decisions regarding strategies, methods of instruction and assessments, and working with ELL students in small groups as needed.

## **Testing and Placement of ELL Students in the Elementary School**

New students whose home language is not English are identified through the admissions process. All new students who speak a language besides or in addition to English at home and who have no or limited English language schooling, will be given an English language proficiency test either at the time of admission or at the start of the school year. New students' English proficiency level is tested by the ELL department using a standardized language proficiency test (WIDA).

## **Reporting and Assessment of ELL Students in the PYP**

ELL students receive a teacher comment and an ATL comment in the semester report. The semester report does not include an academic grade unless their attainment is not hampered by their level of English. The student's English proficiency level is tested at the end of second semester each school year by the ELL department using a standardized language proficiency test (WIDA).

## **Exit Criteria for ELL Students in the PYP**

ELL students are exited from the ELL program based on a number of factors, including a student's English proficiency level in terms of both academic and social language skills based on standardized tests, reading levels according to standardized benchmarks, the ability to successfully access the classroom curriculum and any other relevant factors. The ideal marker for exit is achieving a score of 5 or more across all four domains of the WIDA test. The final decision for exiting a student from the ELL program is taken in collaboration with a student's classroom teachers and other relevant members of the education team.

Before students exit the program, there may be a period of monitoring where ELL teachers continue to collaborate with the classroom teachers to monitor the individual student's progress.

## **ELL in the Secondary School**

### **ELL in MYP**

We are an IB Middle Years and Diploma Programme school. It is difficult for a student entering High School (grade 9 up) with very little English to succeed in these intensive programmes since the LOI is English. While we endeavor to accept all students and welcome non-native speakers, we cannot accept students for whom the challenge will be too great. From 2024/25 ASA will cap the number of ELL students in G9 and 10 to 15% in order to give all students the best preparation for the IB Diploma Program.

If, in the judgment of the English and ELL teachers, a student would be unable to access the curriculum, regardless of the level of ELL support offered, our advice would be to remain in the student's native educational system. Students who need limited ELL support will be accepted, and receive personalized support as required. This may take the form of pullout classes. The High School pathway is more accessible for ELL students, therefore, ASA may accept students requiring support in grades 9-11 but only offer High School level courses.

### **Testing and Placement of ELL Students in the MYP**

New students with ELL needs are identified through the admissions process. A standardized diagnostic test (WIDA) may be given at this stage, or at the beginning of the school year. Students in the Middle School who are identified as requiring ELL support will receive pullout classes, in place of a language class (French or Malagasy/Design).



## **Reporting and Assessment of ELL Students in the MYP**

At the end of a grading period, ELL students in MYP years 1-3 who have scored an overall level 2 or less in the WIDA test will not receive an academic grade unless their attainment is not hampered by their level of English). They will receive a narrative comment documenting their efforts and participation in the learning process, as well as their efforts and participation with the Approaches to Learning identified, taught, and assessed by individual teachers.

## **Exit Criteria for ELL Students in MYP**

Students are excluded from the ELL program based on a number of factors, including a student's English proficiency level in terms of both academic and social language skills based on standardized tests, reading levels according to standardized benchmarks, the ability to successfully access the classroom curriculum and any other relevant factors. The ideal marker for exit is achieving a score of 5 or more across all four domains of the WIDA test. The final decision for exiting a student from the ELL program is taken in collaboration with a student's classroom teachers and other relevant members of the education team. Students who have been in the ELL programme will continue to be monitored and will be encouraged to continue to seek support and assistance through the ELL Department as needed.

## **ELL in DP**

### **Admission to the IBDP**

(Cf. [ASA IB Diploma Admissions Requirements](#))

In secondary school, students who wish to enter the full IB Diploma must meet the following language requirements in grade 10 before proceeding to the full IB DP.

- Students who are not native English speakers or who have not been in an English medium school may be asked to complete a WIDA assessment.
- Competence in French at a level suitable for Language A or B; OR the ability to take a self-taught Language A. (If a student does not have a sufficient level of competence, an ab initio language may be discussed as an option).

In addition, students intent on pursuing the full IBDP should have:

- Demonstrated a high level of English oral language and English literacy skills
- Demonstrated strong oral, written, and analytical skills in English

In the IB Diploma Program there is limited opportunity for formal ELL support in classes or with external or internal assessments.

## Additional (Foreign) Languages

The aim of the ASA Language Acquisition programme is to help the students to gain competence in a language (or languages) other than their home language(s) or English, with the long-term goal of multilingualism. At ASA we believe that additional language learning contributes in an enjoyable, active and productive way to the holistic development of the student by improving personal skills and fostering an attitude of openness, respect and understanding in a complex and multicultural world. All students from kindergarten to grade 5 take both French and Malagasy (unless they are in pullout ELL classes). All students in grade 6-9 also take both French and Malagasy (with exempts for students in LS or ELL). Students in High School require two Foreign Language credits and .5 Malagasy credit to graduate. Students who enter in grade 9 or later, or students that take ELL instead of Malagasy are exempt from the .5 Malagasy credit requirement. Students who enter from grade 10 are also exempt from the Malagasy graduation requirement.

The overarching aim of teaching and learning languages is to enable students to become critical and competent communicators. At ASA we aim for students to:

- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop communication skills for a variety of audiences and purposes
- develop multi-literacy skills through the use of a range of learning tools in the various modes of communication
- develop an appreciation of a variety of literary and non-literary texts, and critical and creative techniques for comprehension and construction of meaning
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- be aware of and understand the perspectives of people from own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

## French in the PYP

### Grouping

There are separate classes for French home language/advanced and French Language Acquisition, and students are combined as followed:

home language/advanced	KG-G1	G2-G3	G4-5
Lang Acq	KG-G1	G2-G3	G4-5

## Placement

- Upon enrollment, students and their families should complete a 'language profile' when they join the PYP so students can be placed in the appropriate group.
- If for some reason, after being placed, the student happens to be in the wrong group, the ES Principal needs to be informed of any possible changes before they happen.

## Time allocation

- Currently both PYP home language and Lang Acq classes meet 3 times for 45 minutes in a 5 day cycle.

Teachers participate in collaborative planning and ensure that skills and knowledge being developed in the French classes are relevant across disciplines and units of inquiry. This allows students to develop language skills in meaningful learning contexts and gives language teachers the opportunity to contribute new, intercultural perspectives that recognise the transdisciplinary nature of learning.

At each level, students work on their communication and literacy skills as well as understanding the French language and culture and how they compare to the students' own native languages and cultures. Teachers ensure that students develop the skills of listening, speaking, reading, writing, and media literacy. The instruction is well scaffolded, using role plays, songs, textbook, online articles, French novels, movies, Francophone cultures celebrations, field trips and other authentic experiences to help students develop their linguistic skills.

## French in the MYP and DP

### Population

All students in the MYP in grades 6-8 study French either as a Language & Literature course or as a language acquisition course; however students who require an ELL class may have ELL substituted French (or another subject) until they no longer need support.

- In MYP grades 9 and 10 students have a choice between Lang & Lit French or Lang Acq Spanish.
- In DP, all students study a Group 1 course and a Group 2 course (usually Lang & Lit English + Lang B French or Lang & Lit English + Lang Ab Initio Spanish), or 2 group 1 courses (usually Lang & Lit English + Lang & Lit French) .

### Grouping

There are separate classes for French Language and Literature and French Language Acquisition, and students are combined as followed:

Lang&Lit	G6/7	G8	G9	G10
Lang Acq	G6/7/8 (phase 1)	G7/8 (phase 2/3)	G9/10 (all phases)	

### **Time allocation**

- Currently both MYP and DP Lang and Lit and Lang Acq classes meet for 3 hours and 45 minutes in a 2 week cycle.

### **Placement in MYP**

- Upon enrollment, students and their families complete a language profile when they join the ASA. This will help language teachers and all teachers to know and understand the language background, the language experience and the language needs of the student. Students will be placed in one of the two possible French courses based on the information collected, and a possible interview with a Language teacher.
- In Language Acquisition, new students will be placed into their language phase through an in-house language placement test and an individual interview with the Language designated teacher.
- Student are assessed at the end of each academic year to determine their phase placement for the following year.
- Even though the MYP recommends no more than 2 consecutive phases per class, given the size of the school, some classes may have more.

### **Note about phases in Language Acquisition**

- Guidelines are in place to monitor students' placement. To make sure they are progressing and challenged, the school identified the usual residency a student may stay in a language phase as one year in phase 1 and 2 in phases 2, 3 and 4.

### **Placement in DP**

ASA students can currently take IBDP French A Language and Literature, and French B, at both standard and higher levels (subject to students' interest and enrollment).

The following table shows recommended IB continuum pathways from MYP through to DP in language.

**Possible IB continuum pathways**

Start of MYP 1	MYP		DP	CP
Schools may offer introductory MYP language acquisition courses (languages carousel courses) and consider the student's previous learning in the language during primary school education in order to determine placement. Refer to the written and taught curriculum requirements section in this guide.	<b>Emergent</b>	<b>Phase 1</b>	Ab initio	If the CP student is taking a DP language acquisition course, refer to the placement recommendations shown in the DP column to the left.  If the CP student is not taking a DP language acquisition course, refer to the CP language development guide for recommendations.
		<b>Phase 2</b>	Ab initio (in rare cases) Language B SL	
	<b>Capable</b>	<b>Phase 3</b>	Language B SL	
		<b>Phase 4</b>	Language B SL/HL	
	<b>Proficient</b>	<b>Phase 5</b>	Language B SL /HL Language A: literature SL Language A: language and literature SL Literature and performance SL	
			<b>Phase 6</b>	

In Secondary School, the French programme is designed to provide students with the necessary skills and intercultural competence to enable them to communicate successfully in an environment where the French language is spoken. At the IBDP level, Language B is intended for students with some prior learning/experience of the language. It is highly recommended that students have reached a MYP Phase 3 or above in order to move on to DP SL, and a phase 4 and above to enter DP HL.

Standard and Higher Level will be differentiated by the difference in teaching hours allocated, by the depth of syllabus coverage, the study of Literature at HL, the level of difficulty, the demands of assessment and the assessment criteria. When necessary, we reference the document entitled *DP language courses: overview and placement* to guide teachers, students, and parents with accurate placement in the IBDP.

French A Language and Literature is not classed as a Language Acquisition course, as students are required to be at native or very advanced level to take this class. French A is for students whose home language is French, or who have for another reason reached a high level of proficiency in French. Students who take French A for the IBDP in addition to English A will receive a Bilingual IB Diploma.

A student may not choose to study his or her home language or near-native language as a Language B.

## **Spanish in the MYP and DP**

The MYP Spanish Language Acquisition program is designed to provide students with the necessary skills and intercultural competence to enable them to communicate successfully in an environment where the Spanish language is spoken. At the IBDP level, Spanish Ab Initio is open for students with no prior learning and/or experience of the language.

### **Time allocation**

Currently both MYP Language acquisition and Spanish High School classes meet for 3 hours and 45 minutes in a 2 week cycle.

### **Note about phases in Language Acquisition**

Guidelines are in place to monitor students' placement. To make sure they are progressing and challenged, the school identified the usual residency a student may stay in a language phase as one year in phase 1 and 2 in phases 2, 3 and 4.

### **Placement in DP**

From 2022/23, ASA students can join IB DP Spanish Ab Initio with no prior learning and/or experience of the language. At the IB DP level, Language B is intended for students with some prior learning/experience of the language. It is highly recommended that students have reached a MYP Phase 3 or above in order to move on to DP SL, and a phase 4 and above to enter DP HL. Students are assessed at the end of each academic year to determine their phase placement for the following year.

## **Malagasy**

ASA recognises the need to support and encourage the learning of Malagasy, the language of our host country. For our Malagasy students, it is important that they be able to study the language and literature of their home language, to maintain their cultural and linguistic heritage. For our non-Malagasy students we aim at enhancing their language development and cultural understanding, for practical use and integration within and outside of the school community. To promote and celebrate the host country's language and culture, all students and staff take part in the Malagasy Day celebration.

### **Malagasy in the PYP**

#### **Grouping**

Students in the same grade level are combined together and follow the same lines of inquiry independently of their language background. Each class follows its own units, either an interdisciplinary or standalone unit depending on the relevance for the language learning.

#### **Time allocation**

- Currently PYP Malagasy meet twice for 45 minutes in a 6 day cycle.

### **Malagasy in the MYP**

### Population

- All students in the MYP in grades 6-9 take a Malagasy class either as a Language and literature course or as a language acquisition course, unless they need ELL support or a learning support pull out class, in which cases they might be exempted from Malagasy(or another subject) until they no longer need support.
- Students in MYP grade 10 do not take Malagasy.

### Grouping

There are separate classes for Malagasy Language and Literature and Malagasy Language Acquisition, and students are combined as followed:

Lang&Lit	G6	G7	G8	G9
Lang Acq	G6	G7	G8	G9

### Time allocation

- Currently MYP Lang and Lit and Lang Acq classes meet for 3 hours and 45 minutes in a 2 week cycle.
- Both MYP Malagasy Language and Literature and Language Acquisition are offered only during one semester for every MYP year.

### Placement in MYP

- Upon enrollment, students and their families complete a language profile when they join the MYP. This helps language teachers and all teachers to know and understand the language background, the language experience and the language needs of the student. Students will be placed in one of the two possible Malagasy courses based on the information collected, and a possible interview with a language teacher.
- In Language Acquisition, new students will be placed into their language phase through an in-house language placement test and an individual interview with the language teacher.
- Given the size of the school, some classes may have more than 2 consecutive phases combined.

### Note about phases in Language Acquisition

Guidelines are in place to monitor students' placement. To make sure they are progressing and challenged, the school identified the usual residency a student may stay in a language phase as one year in phase 1 and 2 in phases 2, 3 and 4.

- In Secondary School, the Malagasy programme is designed to provide students with the necessary skills and intercultural competence to enable them to communicate successfully in their host country.
- Malagasy Language and Literature is offered to students whose home language is Malagasy, or who have, for another reason, reached a high level of proficiency in Malagasy. The rest of the students automatically take Malagasy Language Acquisition.

## **Tutored Additional Languages**

Students who wish to continue with a Language B or Language ab initio (beginner level) not offered by the school may do so at the discretion of the Principal, and if relevant, the Diploma Coordinator. These lessons will be taught by an external tutor, paid by the parents.

- IBDP Language A: Literature courses can be taken as school supported self-study (SSST) courses at the SL level and require an external tutor, paid by the parents.
- IBDP Language B and ab initio courses are taken through Pamoja, which delivers IBDP courses in a structured online environment. Note that IB Language ab initio is "designed for students with no prior experience of the target language, or for those students with very limited previous exposure."

For success in the IBDP, a minimum of two lessons per week is required for Language B SL and Language ab initio while a minimum of three lessons per week is required for Language B HL. Students need to be active and highly motivated to be successful in such a course of study and we would recommend, where at all possible, they choose one of the language courses offered by the school.

## **Home Language Maintenance and Development**

We believe that competence and confidence in the home language are crucial for academic success, for self-identity, for the maintenance of cultural identity and for emotional stability. In addition, we believe that home language competence aids learning of the LOI and additional languages. We are committed to supporting families as far as possible in developing and maintaining the home language of students throughout the school.

As a school we subscribe to a model of Additive Bilingualism, in which students acquire a second language without it having a negative effect on development of the home language. Ideally students will become highly proficient in both languages. Multilingual students tend to experience a higher rate of academic success than monolingual students.

We believe that Home Language Support:

- helps achieve additive bilingualism
- facilitates the learning of the LOI and additional languages, with the end goal of multilingualism
- helps increase intercultural awareness and understanding, for both the student and their peers
- enables students to remain in touch with their culture
- makes it possible for students to re-adjust to their home community and/or education system, should they return.

We recommend that the aim of all home language instruction should be to achieve balanced bilingualism which, summarized, covers the following:



- conversational fluency
- well-developed listening skills
- reading comprehension & media literacy
- writing skills & academic language

### **Home Language Practices**

We recognize the maintenance and promotion of home language, it will be offered at community request. ASA can:

- actively help and support parents who are seeking home language instruction for their child
- bring together individuals wishing to study a particular language to make a language group
- provide a room for home language instruction to individuals or groups of students
- ensure that the Library resources represent the languages and cultures of the whole school community
- assist in the identification of distance-learning programs, such as Pamoja.

Students are encouraged to converse in their home language at home, as well as to share learning and communicate using their home language during appropriate school events (e.g Malagasy Day Celebration, Francophonie Celebration, school conferences, field trips and the PYP exhibition).

All home language instruction will take place outside the normal school day. Exceptions are made for High School students, on a case by case basis. Payment for the Pamoja may be the responsibility of the parent, depending on the courses offered in-person, in school.

### **Home Language in the IB Diploma**

The main means of assisting with home language maintenance in the Diploma Programme is through the taught French A Language and Literature class or the School Supported Self-Taught option: Self-Taught Language A: Literature.

At ASA, all students will take English Language and Literature A, but students do have the option of taking a second Language A in their home language, as above. This is one way of receiving an IB Bilingual Diploma. (Please note that currently, unfortunately, Malagasy is not an IBDP Language). The self-taught option is only available as a Literature A SL option - therefore, DP students following the self-taught option will be studying their language through an analysis of literature.

If a student wishes to take this option, an appointment should be made with the DP Coordinator. In consultation with other teachers, the DP Coordinator will assess whether a

self-taught language is the best option for that individual student. Students need to be active and highly motivated to make a success of such a course of study, and should find a tutor outside school. A meeting for students and parents will be held, to ensure that everyone is aware of the requirements of the course.

## Glossary of Terms

**ASA:** American School of Antananarivo

**Additive Bilingualism:** Learning a second or third language in the educational environment that develops high levels of proficiency in language of instruction and additional language(s) learned and placing a value on the individual's language, identity and culture.

**Bilingual IB Diploma:** At ASA DP students can qualify for a Bilingual Diploma if they offer a Language A other than English for examination in their DP.

**Bilingualism:** Competence in two languages

**ELL:** English Language Learners

**Home Language:** a student's first (and usually strongest) language, used at native speaker's level.

**IB:** International Baccalaureate

**IBDP:** International Baccalaureate Diploma Programme

**Language A/Language and Literature:** A language course taught to students who can speak, read and write a particular language at or near to a native speaker's level.

**Language B/Language Acquisition language:** A language taught as an additional or foreign language.

**Language Ab Initio:** A course offered in the DP to students who have little or no previous competence in the language or experience of learning the language.

**Language of Instruction (LOI):** The language of academic communication at the school.

**Multilingualism:** Competence in two or more languages

**Native speaker:** A person who has spoken a specified language since earliest childhood, as opposed to a person who has learned it as a second or subsequent language later in life.

**Near-native speaker:** Non-native speaker with the highest level of proficiency

**PYP:** International Baccalaureate Primary Years Programme

**Self-taught Language A:** A school-supported, self-taught course that allows a student to study their home language language for the IBDP.

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### **2023 review completed by:**

Senior Leadership Team:

- Principal
- School Counselor
- DP Coordinator
- MYP Coordinator
- PYP Coordinator
- CAS Coordinator
- Librarian
- Student Support Coordinator

French B Teacher - PYP and DP

Malagasy A and B Teachers - PYP and MS/HS

Spanish MYP and DP teacher

*Feedback from whole staff procedure review group - 4 April 2023*

*Reviewed after MYP Consultation October 2023*