



TASOK Language Policy and Guidelines

At TASOK we BELIEVE in...*Excellence, Integrity, and Inclusivity*

Our Mission for Excellence: The American School of Kinshasa provides dynamic and individualized educational challenges and opportunities that promote diversity and empower each of its students to develop into independent global community leaders.

Overview

Philosophy Statement

We believe that language is key to learning, thus every teacher at TASOK is a language teacher. While the language of instruction is English, other languages are respected and supported. At TASOK we encourage language diversity to help understand multiple perspectives and cultures. Students learn to communicate in many different ways and use many forms of language including verbal and non-verbal language, written language, numeric and scientific language. The school prepares its students to become world citizens who are multilingual, multicultural and internationally-minded. Language development and cultural understandings are key to genuine international mindedness, which forms the basis of the Mission and Beliefs of the school.

Beliefs

- We recognize that all teachers are language teachers.
- We recognize that all students are language learners.
- We value the multilingualism of our community.
- We encourage our community to develop and sustain their home/personal language(s).
- We believe that having a strong home/personal language(s) enables our students to be strong language learners.
- We believe that language learning is important as it develops communication skills, greater understanding of cultures, critical thinking skills, and creativity.
- We believe that languages are learned through immersion, direct instruction and meaningful context, and at TASOK support language learning in all three ways.
- We believe that students can be academically successful regardless of English language level.
- We value and encourage all members of our community to be proficient [LP1] in French, the official language of the DRC.



- We recognize that the indigenous languages of the Congo are an important part of Congolese culture.
- We recognize and celebrate the importance of fluency in a student's home/personal language(s).
- We recognize that learning a new language is challenging.
- We aim for students to develop knowledge, skills, and attitudes that will enable them to display the attributes of the IB Learner Profile.
- We believe that literacy skills and content learned in other languages enhance students' academic performance in English.

Purpose of the Language Policy at TASOK

- To give guidance to teachers about teaching and learning at TASOK.
- To inform parents and students about language learning at TASOK.
- To prepare students with language skills to construct meaning, understanding, reflection and making sense of the world.
- To acquire and share information, knowledge, and skill.
- To enable creative expression in multiple languages.
- To understand and interpret non-verbal communication such as body language.
- To develop personal identity and self-confidence.
- To provide guidance for developing the curriculum.

The Learning Environment

The teaching and learning environment is supportive, safe, caring and positive, encouraging verbal expression. Students' confidence is developed by providing positive feedback and creating opportunities for oral reading, presentations, discussions, and debate.

Language Profile

Language Profile of TASOK

English is the language of instruction at TASOK. Many of our students do not speak English as their home/personal language(s); French would be the most common. Some of the languages spoken by our community are French, Spanish, Arabic, Lingala, Swahili, Dutch/Flemish, Gujarati, Hindi, Korean, Mandarin, Japanese, Turkish, Creole, Portuguese, German, and Malagasy. TASOK encourages the home/personal language(s) development of its learners.

Language Profile of Students

Students begin developing their Language Profiles as soon as they join TASOK through our application questionnaire and interviews. A record of their home/personal language development history, as well as their development in English and French are kept with the students' files. Students that do not identify English as their home/personal language are given a WIDA test to help pinpoint their exact level of proficiency to best determine what their EAL needs might be at the school. The French Department also administers a



placement test and interview to determine the appropriate French class placement. As students continue at TASOK, their achievement and growth is tracked to ensure that they continue to progress in their language learning through such assessments as WIDA, MAP, French placement tests, as well as their term grades and teacher comments. All of this information is used to determine that students are provided with the appropriate classes and support services.

Parents play a role in the development of their childrens' Language Profile through parent-student-teacher conferences twice a year with the student's language teachers, as well as with the EAL Coordinator if required.

Language Policy in School Programs

Language in the PYP

At TASOK, we believe language forms the threads of communication that weave us together as a learning community. TASOK is an English-medium school. All teachers at the school are teachers of language and are responsible for the language development of all students. Our diverse community brings together a wide variety of home/personal language(s) that are valued resources in learning. Effective communication is the gateway to international-mindedness, lifelong learning, and the ability to communicate with the wider world.

Students at TASOK receive a balanced literacy approach, which includes developmentally appropriate, multisensory (i.e. visual, auditory, kinesthetic), independent, guided, and collaborative experiences. Teachers collaborate to differentiate instruction to meet students' unique needs and learning styles. Everyday students engage in literacy activities (i.e. reading, writing, listening, speaking, viewing, presenting) in all content areas through a combination of inquiry, open-ended tasks, and structured learning tasks. They are given opportunities to express themselves, share their background knowledge, make connections, engage in meaningful conversations, answer questions, respond to feedback, share their knowledge and reflect on their learning. Through these opportunities, students learn to challenge themselves, reflect on and improve their work, whilst understanding the importance of process over product.

The language learning journey begins with students demonstrating reading readiness or "learning to read". Teachers in the early years' play-based environment encourage interactions on a daily basis. Children explore letters, sounds, words, and how they function together to make meaning. As children move through the developmental stages of literacy, they progress to "*reading to learn*."

At TASOK, students in the Primary Years Programme have the opportunity to be culturally and linguistically diverse. Since French is the official language of the Democratic Republic of the Congo, students are encouraged to build their confidence in the language of their host country. From Kindergarten (five-year-olds) through Grade 5, students learn French as a



language acquisition subject rather than a home/personal language(s) of instruction. Each grade level is offered a beginner/lower intermediate or higher intermediate/advanced level course in French.

Throughout the year, students demonstrate the IB Learner Profile attributes and apply the approaches to learning in French. Students are encouraged to demonstrate a positive attitude, cooperative learning skills, and a willingness to experiment with and explore another language.

French objectives:

- *Positive Experience Learning Another Language:* The focus is to build enthusiasm for lifelong language learning. Students who have early, positive experiences with an additional language are more likely to continue this learning at the secondary level and eventually reach proficiency. The ultimate goal is for students to achieve a bilingual diploma.
- *Willingness to Communicate in French:* Language is learned best when it is used to communicate with others. Students are encouraged to take risks and use their French in and out of the classroom.
- *Develop Oral and Written Expression:* Students further develop their ability to separate sounds, spell and write simple sentences in French. Students are exposed to a variety of French voices in music, spoken and written word.

Beginner/lower intermediate students are introduced to the fundamentals of pronunciation and vocabulary for their everyday lives. Classes are conducted in both French and English to ease comprehension. Students learn basic vocabulary and are encouraged to begin to have basic conversations in the target language.

For higher intermediate/advanced students, French is the only language used in class. Students are encouraged to read books that meet grade-level expectations and to understand, summarize and participate in a discussion about the stories read. They are encouraged to build their vocabulary in and outside of the class.

Advanced students have the opportunity to discuss things that matter to them. They read, comprehend and write more complex texts in French. By this stage, students comfortably communicate in the target language and are encouraged to do so in order to build their confidence.

Both early and upper elementary students (beginners through advanced) are assessed through direct observation of oral, written and visual work during all group tasks, through individual, one-on-one oral assessments of key vocabulary and through self-assessment of project work and classroom participation.

Language in the Middle Years Programme

The language skills developed collaboratively through the language program are central to



successful achievement in all subject areas and equip students with skills necessary to pursue learning throughout life. Students who read, write, speak, represent, view, and listen with intelligence, empathy, respect, and discrimination will develop the skills in thinking and communication, as well as attitudes and knowledge, that will prepare them for active participation in a complex society.

The TASOK MYP Language and Literature program allows students to better understand themselves and others and the world, through reading a wide variety of texts. Through fiction, the reader is transported in time and place to experience new places, people and events. Through poems, the reader can achieve heightened perceptions of the world, sharpened sense, clarified thoughts, and broadened emotions. Through drama, the participant's gain a new sense of the vitality and complexity of human actions. Through nonfiction, the reader accesses a wide range of possibilities, opinions, and interpretations.

Writing provides the opportunity for careful organization of one's picture of reality and stimulates the development of the precision, clarity, and imagination required for effective communication. Deeper writing also leads to deeper reading. In this way, writing is socially valuable as a way for individuals to engage in and contribute to the activities and knowledge of society. Writing is also personally valuable and is also an important means of learning within this program and all other subject areas.

Language and Literature

In this subject group, students explore a wide range of literary and non-literary text types, writing styles and techniques, allowing them to comment on the significance of any possible context, audience, purpose, and the use of linguistic and literary devices.

TASOK offers the following courses in Language and Literature:

1. English Language and Literature
2. French Language and Literature

Language Acquisition

In this subject group, teaching and learning are organized into six phases. The phases do not correspond to particular age groups or MYP year levels. Students do not necessarily begin in phase one – they can begin at any phase, depending on their prior experiences, and may exit from any phase on the continuum. Students are given the opportunity to develop their language skills to their full potential, as well as the possibility of progressing through various phases over the course of the MYP.

TASOK offers the following courses in Language Acquisition:

1. French Language Acquisition phase 1-2
2. French Language Acquisition phase 3-5

Language Requirements in the MYP:

1. All students must take one English Language and Literature course per year
2. All students must take either a French Language and Literature course or a French



Language Acquisition course (at any phase) per year.

Placement Policy

English

Upon admission, students will be interviewed by an English as an Additional Language (EAL) Teacher and assessed using WIDA to determine whether they will require EAL support.

French

Upon admission, students will be interviewed by a French language teacher and assessed to determine whether they will be placed in French Language and Literature or French Acquisition.

For students being placed in French Acquisition:

- Students with no prior knowledge of the language will start in phase 1
- Students with limited prior knowledge, such as a year of instruction, will be placed in phase 2
- Students with some prior knowledge, such as two to three years of instruction, will be placed in phases 3 - 4
- Phase 5 can be considered the step-over phase to MYP Language and Literature and will be the exit level for most Language Acquisition students to enter French Language and Literature.

Note: The phases are not organized into age groups or MYP year. Phases 3, 4, 5 allow for a smooth transition from MYP Language Acquisition to DP group 2 courses and, for a number of students, to group 1 courses. The MYP framework for language acquisition reflects the concepts and skills of the presumed knowledge for these DP courses.

Language in the Diploma Programme

- All students in the Diploma Programme must take a Group 1 and Group 2 course, or a combination of Group 1 courses (see next note).
- For students who would like to earn a Bilingual Diploma, they must take two Group 1: Language and Literature courses.
- Students who are not full Diploma candidates may take two Group 2 courses with approval by the Secondary Principal and DP Coordinator.
- Students with a home/personal language(s) other than French or English have the option to take a School-Supported Self-Taught literature course in their home/personal language(s).

Group 1: Studies in Language and Literature

Through studies in language and literature, the DP aims to develop a student's lifelong interest in language and literature, and a love for the richness of human expression.

In Group 1, TASOK offers the following courses:



1. English Language and Literature
2. French Language and Literature
3. Literature: School-Supported Self-Taught (SSST)
 - If students wish to take Lit A: SSST, the students and their parents will meet with the DP Coordinator to ensure that the students and their families are ready to support study at Group 1 level.
 - The DP Coordinator, or literature and language teacher, will act as the SSST Coordinator to ensure that the students follow the correct course of study, prepare for the assessments, and understand the components of the course.
 - The SSST coordinator will meet with the students on a regular basis, with the idea of supporting them as much as possible.
 - All SSST students will be required to have a tutor who can support them in the language studied and give feedback on their writing and speaking skills. While the SSST coordinator can help with finding a tutor, the families will be responsible for the tutor.

Group 2: Language Acquisition

The main emphasis of these courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

In Group 2, TASOK offers the following courses:

1. English Language Acquisition
2. French Language Acquisition
3. French Ab Initio

IB Diploma Language and Literature English and French

The English A and French A course in DP Language and Literature is designed for students who are native speakers of the language or who have acquired native-like proficiency enabling them to effectively negotiate the content of the class. The course allows for meaningful inquiry into both works of literature from a variety of times, places, settings, and perspectives, as well as directed focus on non-literary text forms such as blogs, reports, reviews, editorials and the like. The course fosters advanced facilities in analytical skills and engages students in all manners of writing, research, and presentation skills. The course is designed around three areas of exploration: Readers, Writers, and Texts; Time and Space and Intertextuality. Moreover, content is conceptually governed and understood through the lenses of identity, culture, creativity, communication, perspective, transformation, and representation. Successful completion of the English/French Language and Literature program at TASOK equips students with the practical skills required for advanced study at universities in which English/French serves as the primary means of communication.

Bilingual Diplomas

Diploma Programme students at TASOK with strong home/personal language(s) skills may



opt to pursue the bilingual diploma. The bilingual diploma is awarded to students who:

- Take two Language A courses
- Take examinations in at least one subject from group 3 or group 4 in another language.

Diploma Placement Policy

Students are placed based on Language B experience for French and English. In French, the course offerings begin with introductory levels (Ab Initio) and end with Higher Level courses.

- Students should not take the Ab-Initio course if they have previously taken their language of choice for three years or more. However, if proven that the course is still challenging for a particular student, they may be allowed to take the Ab Initio course.
- Students who achieve a final grade of 3 or less in Grade 11, will be advised to review their language options.

Language B DP courses offered to date are:

- French ab Initio
- French SL
- French HL

Additional Language Support

English as an Additional Language

At TASOK it is our goal that English as Additional Language (EALs) learners develop language skills while immersed in the content of their mainstream classroom. Educational research shows that EALs have much more to gain from "immersion" settings when lessons are taught in a language-rich environment. In this light, EAL at TASOK aims to authentically blend language development with content learning. This strategy allows EALs to learn English in a contextualized and authentic manner while maintaining a language load that is developmentally appropriate. This approach affirms that EALS are capable of learning high-level concepts just as their peers can and that it is their language that needs support.

In the Elementary School, the EAL teacher uses a combination of co-teaching and pull-out intervention, responsive to students' needs, to support students' access to the grade level curriculum.

In the Secondary School, EALs participate in the main subject lessons along with the other students in their year. All class teachers are aware of each individual student's language proficiency and differentiate their teaching with the support of an EAL teacher. As needed and when appropriate, students receive language support in a small group setting.

Assessment in EAL is ongoing and the students' development is closely monitored and recorded. We consider multiple criteria for student's exit of EAL including (but not limited to) WIDA results, summative and formative classroom assessments, and teacher feedback.



Add link to inclusion policy about procedures for EAL support and exiting

Home/Personal Language(s) Support

Identification and promotion of home/personal language(s)

Every two to three years, the school surveys families to determine the overall language profile of the school. Our most recent survey in 2019 showed the TASOK community consists of French, Spanish, Arabic, Lingala, Swahili, Dutch/Flemish, Gujarati, Hindi, Korean, Mandarin, Japanese, Turkish, Creole, Portuguese, German, and Malagasy speakers. To celebrate and promote these languages the school strives to do the following:

1. Celebration of native languages of the Congo: Each year during Congo Week, there are events and activities to expose students and staff to the diverse languages that exist in our home country of the Democratic Republic of the Congo.
2. International Day: Each year in November, the school hosts an International Day to celebrate the diversity of our school community. Representatives from each country exhibit their national costumes as well as their home/personal language(s) on stage to celebrate and share with the community.

Developing and maintaining home/personal language(s)

TASOK recognizes the importance of developing and maintaining one's own home/personal language(s) in order to support the development of literacy and critical thinking skills.

Currently the school offers the following programs to help facilitate this:

1. After School Activities (ASAs): Each year, our ASA Coordinator tries to recruit family members in the community to lead after school language lessons to help develop and maintain their home/personal language(s).

Addressing the needs of those learning in a language other than their home/personal language(s)

A majority of our students do not identify English as their home/personal language(s). It is therefore necessary for us to ensure that we are addressing the needs of those that are learning in a language different from their home/personal language(s). In order to accomplish this, the schools provides the following support:

1. EAL programme for students identified as in the early stages of English language development.
2. Professional development sessions on designing lessons and assessments that recognize the needs of students learning in a language other than their home/personal language(s) (Universal Design for Learning)
3. Direct support from the EAL teacher for staff in designing learning activities and assessments that recognize the needs of students learning in a language other than their home/personal language(s).
4. Placement of students with peers that share a home/personal language(s) when the need arises due to language challenges.
5. A schoolwide policy that recognizes the need for conversation and discussion in one's home/personal language(s) to help facilitate processing and understanding of learning done in a language other than one's home/personal language(s).

Diploma Programme

At the Diploma level, TASOK may offer additional taught languages or the opportunity to take part in online language courses depending on the need and availability of resources.



Students wishing to take these courses will need to meet IB guidelines for placement and comply with the school's policies.

At the Diploma level, TASOK supports students who wish to undertake the School Supported Self-Taught Literature courses in their home/personal language(s). In such circumstances, parents will be expected to pay the full costs for tuition and material resources. The DP Coordinator will provide guidelines on the expectations and requirements of the IB Programme. Where possible the tutor will be asked to report on student progress at the same time and format as other school subjects.

Examples of School Supported Self-Taught Literature (SSST) courses offered in the past:

1. Chinese Literature SL
2. Hindi Literature SL

Differences in Developmental Stages and Learning Styles

Differences in developmental stages and learning styles are recognized and catered for within the resources of TASOK. Where possible, we provide open-ended tasks that allow for differentiated levels. When students display learning difficulties, strategies may be put in place to accommodate these differences without modifying the grade boundaries. Additional support in the form of Personal Assistants (recommended by Learning Support, but financed by the parent/s) and Teacher Assistants are available.

Assessment within the Programs

Assessment in language is carried out according to the school's assessment policy (see the relevant Assessment Policy for each division).

In the PYP, language is assessed using both formative and summative assessments developed for each Unit of Inquiry or in disciplinary contexts either through language instruction or other curriculum areas.

In the MYP students are assessed according to MYP criteria. In Language B, since there are often students with a wide variety of language levels in the same class, it may be appropriate to use different criteria for students in the same class.

In the DP students are assessed using the IB Diploma criteria for Languages A, B Standard or Higher and Ab Initio.

Students who receive additional learning support are eligible for testing accommodations as outlined in their IEP. These vary depending on the student's needs but can range from word processor use, reader, scribe, spellcheck, extra time and alternative testing location.

Other Language Considerations



Standard Forms of Language

In recognition of the international make-up of the TASOK community, whether a teacher uses British or American English in which he/she teaches to the students is likely to depend on where that teacher is from. The teacher should point out differences in expression or spelling where appropriate and accept those offered by speakers of English from different backgrounds (ie: British spellings accepted by American teachers).

Digital Literacy

The development of information technology and its application in education is another literacy in the multi-literacies that we are exposing our students to. We talk about 'language' in reference to computing. It is vital that students are educated to become digitally literate and are able to participate in the technological revolution. This requires a different skill set, which we as educators are responsible for equipping our students with.

Admissions

TASOK welcomes students from diverse socio-economic, ethnic, linguistic and national backgrounds who will benefit from the challenging academic program and who will contribute to the life of the school. Students are admitted at all grade levels and are generally placed according to age. It is not always necessary for a student to be familiar with English. Students with no English Language skills are accepted throughout the Elementary and up to grade 8 in the Secondary. All are supported through our EAL program. Students should be proficient in English to be successful in grades 9 and 10, as well as in the IB Diploma Programme during grades 11 and 12. Students new to the school are expected to complete a language profile and may undergo placement assessment tests that best suit their current skills and abilities, and to determine the level of additional support (LS, EAL, etc.) required to achieve their highest potential.

Resources

A variety of texts and course materials are used in the classroom, which ensures that the main structures of the language are covered in phases, and gives a basis for inquiry and practice in communication skills. Teachers are responsible for ordering materials for the classes they teach although the budget is coordinated and administered by the Director, Principals and Program Coordinators. The library offers a number of works in a range of languages.

The Library

All students have access to the libraries at TASOK. Elementary students have a fixed schedule for library classes each week and lessons are taught in collaboration with classroom teachers and through the units of inquiry. Secondary students are on a flexible schedule and library classes are taught in collaboration with classroom teachers, in both the classrooms and the library. TASOK will continue to develop a more extensive range of library offerings for home/personal language(s) in the school.



Referencing and Bibliographic Style

All students at TASOK cite their sources using MLA 9. At the elementary level, a graduated sequence is utilized, starting in Kindergarten-Grade 5. At the secondary level, MLA 8 is utilized for all sources consulted and students should ensure that all work and sources are documented correctly.

Policy Stewardship

Review of the Language Policy

Roles and responsibilities for implementing, evaluating and reviewing the language policy and for training new teachers

- Implementing responsibility: Principals and Programme Coordinators.
- The Language Policy will be evaluated and reviewed by the Language Policy Team.
- The Language Policy Team members will include the division principals, programme coordinators, and appropriate appointees
- The Language Policy will be introduced to new teachers during the Orientation Programme by the Principal and Programme Coordinators.
- Revisions and updates will be communicated to the whole school staff.

Communication of Language Policy

- The Language Policy will be introduced to parents and students at the beginning of the academic year.
- The Language Policy is published on the TASOK Website.
- The Language Policy and Language Profile will be reviewed every two years

Additional Reading

Works referenced and additional reading

- *Learning in a Language Other than Mother Tongue in IB Programmes.* Cardiff: International Baccalaureate Organization, 2008. PDF
- *IB Language Policy 2014*
- Guidelines for Developing a School Language Policy
- Guidelines for School Self-Reflection on its Language Policy
- Towards a Continuum of International Education
- Programme Standards and Practices
- Making the PYP Happen



- MYP: From Principles into Practices
- ISU (International school of Uganda) Language Policy 2017
- ISM (International School of Moshi) Language Policy 2016

Policies that relate to language teaching and learning

- TASOK Admissions Policy, Assessment Policy, Learning Support Policy
- Academic Honesty Policy and Inclusion Policy
- [Student Support Guidelines at TASOK](#)

Appendices

APPENDIX I - Acronyms

TASOK	=	The American School of Kinshasa
SST	=	Student Support Team
EAL	=	English as an Additional Language
ELL	=	English Language Learner
HS	=	High School
MS	=	Middle School
ES	=	Elementary School
WIDA	=	WIDA
IB	=	International Baccalaureate
DP	=	Diploma Programme
IBDP	=	International Baccalaureate Diploma Programme
Lit A SSST	=	Literature A: School Support Self Taught
MLA	=	Modern Language Association

APPENDIX II - Language Surveys Results- Parents and Students

Your Language Profile-Students (2021)

TASOK is presently updating its Language Policy and would appreciate your input in completing this survey. The survey will help us collect information in compiling your language profile and provide a greater understanding of your language strengths and language needs.

Name:

Grade:

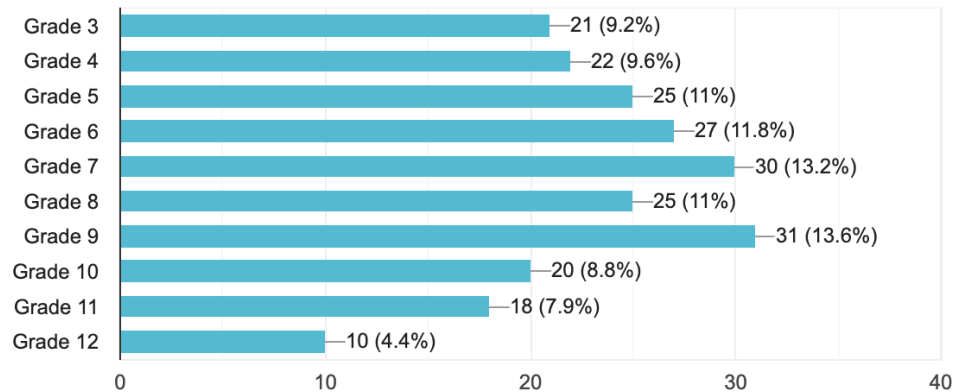
What is your nationality? If you have more than one please include all.

- 228 respondents from the ES and SS
- 55 nationalities
- Main nationalities-USA 43, Congolese 34, Indian 31, Lebanese 15



Your grade level

228 responses



- 44 students have dual or more nationalities

What do you consider to be your first language (mother tongue)?

- English-94
- French-56
- Gujarati-13
- Hindi-8
- Arabic-7

What language do you use to speak to your mother (most often)?

- 25 students speak more than one language with their mother
- The main languages spoken were English, French, Gujarati, and Arabic

What language do you use to speak to your father (most often)?

- 33 students speak more than one language with their father
- The main languages are English, French, Gujarati, Swahili, Arabic

In what language have you received most of your education?

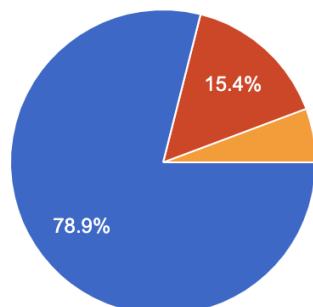
- 17 students have received education in more than one language
- English-23
- French-14
- Arabic-6

How comfortable are you using English to learn?



How comfortable are you using English to learn?

228 responses



- I always feel comfortable using English to learn.
- I usually feel comfortable using English to learn.
- I sometimes feel comfortable using English to learn.
- I don't feel comfortable using English to learn.

In which language/s do you speak to your friends?

- 18 students only speak one language with their friends
- 81 students speak two or more languages with friends
- English and French are the main two languages
- Other languages include-Korean, Urdu, Arabic, Spanish, Gujarati, Hindi

In which language/s do you read books?

- 63 students read books in more than one language
- Mostly the same as above with French/English being the most common

In which language/s do you dream in?

- 67 students dream in more than one language
- Languages are similar to the above

In which language/s do you think in?

- 71 students think in more than one language
- Same as above

Thank you for helping to create your Language Profile

- **This information will be passed to the Librarian to help with the future ordering of books**
- **The survey will provide guidance for future subject choices**
- **The survey will provide future guidance for possible ASA's**

TASOK LANGUAGE POLICY SURVEY FOR PARENTS/GUARDIANS

Questionnaire sur le programme linguistique de TASOK

Name/Nom : _____ Grades of Child(ren)/Gr.de(s) enfant(s) _____

The school is presently updating its Language Policy and would appreciate your input in completing this brief survey. The survey will help us collect information in compiling a language profile of the school community that will identify:

L'école est en train de mettre à jour son programme linguistique et apprécierait votre contribution en répondant à ce court sondage. Ce sondage nous aidera à récolter des informations pour établir le profil



linguistique de la communauté scolaire qui nous permettra d'identifier :

1. What is the first language spoken at your home? _____

Quelle est la première langue parlée à la maison ? _____

English-50, French-16, Arabic-9, Dutch-3, Hindi-3, German-2, Korean-2, Swedish-1, Fijian-1, Tamil-1, Japanese-1, Gujarati-1, Kreole-1

2. What other languages are spoken at your home? _____

Quelles autres langues sont parlées à la maison? _____

French-43, English-32, Lingala-8, Creole-5, Hindi-5, Arabic-3, Fughil-3, Cantonaise-3, Tibetan-3, Mandarin-2, Gujarati-2, Swahili-2, Fijian-1, Croite-1, Albanian-1, German-1, Italian-1, Spanish-1, Portugeuse-1, Swedish-1, Tshiluba-1

3. Do you feel that the present language choices offered at TASOK (English, French) suit the needs of your child/children?

Avez-vous l'impression que le choix des langues actuellement proposées à TASOK (anglais, français) correspond aux besoins de votre (vos) enfant(s) ?

YES / NO (circle one) Oui/Non (Encerclez votre réponse)

Yes- 81 No-6

4. What improvements would you like to see in the language choices at TASOK?

Quelles améliorations souhaiteriez-vous voir dans le choix des langues à TASOK?

More French-16

More French Books-2

Make the School Bilingual-French/English-1

Add more teaching in French-2

Include more play-based French-1

Add other languages to ASA's-2

Add Chinese-1

Add Arabic-1

Add German-1

Add Spanish-2

Add Portuguese-1

Provide more grammar, writing add vocab teaching-1

Provide more teaching on cultural backgrounds-1

Integrate more languages at an early stage-1

5. Would you be willing to provide an After School Activity to support an additional language not taught at TASOK? If so please provide contact details.

Seriez-vous disposé à donner une activité parascolaire pour soutenir une langue qui n'est pas encore enseignée à TASOK? Si oui, veuillez fournir vos coordonnées.

No-22, Yes-Swahili-1, German-1, Maybe-Chinese-2, French-1

Thank you for taking the time to answer the questions and helping us to develop our Language Policy



Merci d'avoir pris le temps de répondre à ces questions et de nous aider à développer notre programme linguistique.

Summary

- Result of 89 replies, ES-57 SS 32
 - 13 different first languages are spoken at home
 - English is the overwhelming first language spoken at home, followed by French and Arabic
 - 21 'other' languages are spoken at home
 - The top 3 'other' languages are French, English, and Lingala
 - The majority of parents felt that the language provision offered at TASOK suited the needs of their children.
 - Some parents in the ES would have liked other languages, although not specifically added at a younger age
 - A number of parents wanted more French and 'quality' French teaching added to the curriculum
 - There was an offer to teach-Swahili, German, Chinese and French. The ASA Coordinator will gauge student interest and contact parents if this looks like a viable option
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