



## THE DUAL LANGUAGE PROGRAMME

An **inspired** school

Embracing **Individuality**. Preparing **Leaders**.





# TOP FIVE BENEFITS OF BEING BILINGUAL

## *BE BETTER COMMUNICATORS*

The knowledge of another language automatically allows you to communicate and connect with more people.

## *INCREASES EMPATHY*

Acquiring another language allows you to interact with different people and understand the nuances of another culture.

## *ENHANCES YOUR LINGUISTIC ABILITIES*

Bilinguals are better at identifying basic language sounds and patterns, and some studies show that adults who are bilinguals find it easier to pick up a third language than their monolingual peers.

## *A VALUED ASSET AT WORK*

In today's highly globalized and interconnected world, bilingual managers are highly valued and sought after.

## *IMPROVES BRAIN FUNCTIONS*

Numerous studies have found that bilingual students are able to focus and perform better in problem-solving tasks.



# INTRODUCTION

The goal of the Dual Language Programme is that a majority of the students become bilingual and biliterate through the collaborative effort and participation of student, parent and teacher. All applicants interested in the Dual Language Programme will engage in a conversation, as a family, with the language coordinator, to better understand the family's project and agree on the best option for the student.

*"Apprendre une autre langue, c'est comme le commencement d'une autre vie."*

Michel Bouthot

We highly recommend that students complete the full Dual Language Programme in the Primary School, as it takes years to become bilingual and biliterate. DLP students should also enrol in activities outside of school in the 'target language' (the language that is not as strong) to ensure they are receiving authentic practice in this language in addition to the academic instruction provided at school.

*"Speak a new language so that the world will be a new world"*

Rumi

We welcome you on this fantastic journey of growth and learning.





## GRADE 1-5

### *INSTRUCTOR MODEL*

One bilingual teacher instructs the class in both languages.

### *LANGUAGE SUPPORT*

Students attend differentiated French language classes with their grade-level peers.

During these classes, the focus is on the mechanics of the language as well as on acquiring new vocabulary.

Those students who are at a beginning level in English (CERF Pre-A1/A1), will attend English support classes at that time.

### *LANGUAGES OF INSTRUCTION ACROSS THE CURRICULUM*

In the homeroom classroom, curriculum is transdisciplinary. Unit of Inquiry learning experiences are primarily taught in French.

- French and English Language Arts are integrated with the Units of Inquiry whenever possible.
- Math is primarily taught in English.

#### **Specialist lessons:**

- Physical Education
- Art
- Music
- Dance
- Drama
- Library

Specialist lessons are taught in French or English to align with the 50/50 Two-Way Immersion Model.

### *BRIDGING THE TWO LANGUAGES*

By Grade Four, the curriculum is taught in a more fluid bilingual environment. Students transition between the two languages with the goal of accessing and applying academic vocabulary in all areas of content.

**The language remains primarily a mean of communication to address the curriculum.**

# LEARNER PROFILE

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*AS IB LEARNERS WE STRIVE TO BE:*

**Inquirers**

I want to find out. I am curious to know about everything.

**Thinkers**

I think before I act and talk. I can find solutions for problems.

**Communicators**

I listen to your ideas. I share my views and express my ideas.

**Knowledgeable**

Tell me more. I learn and share my knowledge with others.

**Risk-Takers**

I have a go. I give it a try. I always try new things so I may know how things are done.

**Principled**

I do the right thing. I follow rules and regulations.

**Caring**

I am a good friend. I care for others.

**Open-minded**

It's ok to be different. I respect other's ideas, suggestions and criticism.

**Balanced**

I take care of myself. I eat healthily and stay active. I work, play, and rest. I spend time with friends and with family.

**Reflective**

I think back to remember how I did something well. I try to understand my mistakes and learn not to repeat them.



