



## Hugh Boyd School Language Philosophy

At Hugh Boyd Secondary, we believe that all teachers are language teachers and that literacy and language development are at the heart of education. Through language, students are able to develop communications skills, to become better thinkers and inquirers, and to understand their role as global citizens.

As a very multicultural school in a culturally diverse city, we believe that each student's background and identity must be realized and respected, and that the opportunity to learn a new language and continue to develop one's first language are equally important. We view both teachers and family as important resources to reinforce learning the language of instruction as well as maintaining mother tongue fluency.

According to the BC ministry of Education Policy and Guidelines for English Language Learning, "Respect for and valuing an individual's first language(s) and culture is important in order for English language learners to succeed."<sup>1</sup> As well, "Student learning is enhanced by having proficiency in more than one language," and "Educational, social, emotional, and economic benefits occur when student maintain their first language(s) or dialects(s)."<sup>2</sup> With the understanding that all teachers are language teachers, Hugh Boyd strives to provide opportunities to maintain or obtain language skills in terms of subject specific terminology in disciplines, the school's language of instruction, and their mother tongues.

### The Hugh Boyd Community Language Profile

Languages used in the school community	
Languages of teaching and learning	Language and Literature: English Language Acquisition; French, Spanish, Japanese
Languages of Communication used in the school and outside the classroom	Top 10 Home languages at Hugh Boyd <sup>3</sup> English-55.8%, Mandarin-11%, Cantonese-7.7%, Tagalog-7%, Japanese-2.3%, Chinese-2.3%, Spanish-2.1%, Filipino-1.6%, Russian-1.3%, Arabic-1.1%, Other 7.8%

<sup>1</sup> English Language Learning Policy and Guidelines (2013) 3.  
<http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/guidelines.pdf>

<sup>2</sup> English Language Learning Policy and Guidelines (2013) 4  
<http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/guidelines.pdf>

<sup>3</sup> Public School Reports-Student Reports 2016/2017 Hugh Boyd Secondary. (2017, January). Retrieved July 30, 2017, from <http://www.bced.gov.bc.ca/reporting/school.php?report-school-district=Richmond%20BSD%23038&report-school=03838031&report-school-name=usersselected>

The range and types of mother tongue and other languages in the community	2011 Mother Tongue Language in Richmond <sup>4</sup> English 36.6%, Cantonese 15.9%, Chinese n.o.s. 13%, Mandarin 10.9%, Tagalog 3.8%, Punjabi 3%, Japanese 1.1%, Spanish 1%, German 0.8%, Farsi 0.6%, Other 13.3%
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Language needs of the school community	
Language needs of the community	<p>The BC Ministry of Education requires that BC public schools teach students a language other than English from grades 5-8.</p> <p>Most large post-secondary institutions in British Columbia requires a second language up to grade 11 level. Therefore, the school supports multi-lingual teaching and learning in coursework.</p>
Preferred bibliographic styles	<p>All students will understand and use MLA style of referencing</p> <p>Some subjects such as Individuals and Societies will introduce APA style. See Academic Honesty and Assessment Policy.</p>
Rules and expectations about language use around the school	Students will adhere to the Richmond School district Code of conduct and guidelines in the Academic Honesty Policy

## Language Learning

Language learning occurs in every classroom and in every subject group in the MYP because we recognize that language is integral to factors that shape learning. For those whose mother tongue is not the main language of instruction (English), students may receive classroom support through one or more of the following examples from this *non-exclusive* list, depending on the context:

- Use of visuals
- Pair up with a classmate who speaks the same mother tongue for translation and support
- Use of translators when assessment is not specific to language
- Access to readings in advance
- Use of appropriate graphic organizers
- Adapted tasks to reduce the need for written work when it is not the objective
- Checking for understanding requiring a leading response
- Additional time for task and test completion
- Lists for essential vocabulary

<sup>4</sup> Languages Hot Facts. (2017, June 16). Retrieved July 30, 2017, from <http://www.richmond.ca/discover/about/demographics.htm>

- Oral assessment as needed (many students develop communicative proficiency before they are able to develop academic proficiency)
- Peer feedback and collaborative group work before final summative assessments
- Using students' prior knowledge and understanding

Many of these differentiation strategies will also benefit other learners.

### **Library Support of Language Learning**

The Hugh Boyd library recognizes the importance of language to the overall development of students as successful learners. The teacher-librarian works with language acquisition, ELL, and subject teachers to ensure that a wide variety of texts are available to meet the needs of language learners.

Teacher librarians will build on the collection of international authors, including First Nations storytellers and those countries whose languages are represented in our school population. As well, they will build on the collection of first language titles already in the school library in Chinese, Korean, Japanese, French, Spanish, and more. The library will display signs in the mother tongues of Hugh Boyd to welcome students and help them navigate virtual and physical spaces. In addition, we will be soliciting feedback from both students and parents via the school and library website, announcements, and newsletters to see what titles are of interest to students, and request donations of books in mother tongue languages to build resources.

### **Mother Tongue Support**

#### SWIS (Settlement Workers In Schools):

SWIS workers are funded by the BC provincial government to provide assistance to immigrants and refugees in schools. Needs addressed include tools for settling in Canada or help in integrating into Canadian society. SWIS workers provide referrals to access other community services and resources, help with outreach to new arrivals to Canada, as well as help with translation of school information. They also serve as a bridge to home-school communication by translating information from school and teachers back to the home, as well as helping with parent/teacher meetings. Workers are available to work in Chinese, Arabic, Punjabi, and Tagalog. The SWIS worker at Boyd is Lily Zhou. All SWIS workers are available to schools depending on language needs (See Appendix A).

#### Cultural Interpreters (CI's)

The Richmond School District presently employs 4 Cultural Interpreters who are available to assist schools and their communities. All Cultural Interpreters offer training to promote and foster cross-cultural understanding and celebrate cultural diversity within the school system and community. They also organize parent volunteer interpreters.

Sophie Zhou - Mandarin/Cantonese  
 Melanda Wong - Mandarin/Cantonese  
 Sarah Zhao - Mandarin/Cantonese  
 Safaa Tayeh - Arabic

### Parent Volunteers

The District maintains a database of over 100 parent volunteers from different language and cultural backgrounds, who have received training in interpretation and translation, and who are willing to assist school staff. Parents are quite often used to translate documents and provide interpretation of a *non-confidential* nature between parents and school staff.

### Teachers as Resources for Mother Tongue Development

Language Acquisition teachers assist students with maintaining mother tongue through support in the classroom and in cultural exchanges such as the Jonai Exchange programme, in which Hugh Boyd students host Japanese high school students from Shizuoka, Japan. Hugh Boyd students then have the opportunity to go abroad to Japan and stay with host families. Some teachers on staff are also communicative in Chinese, including the senior Mandarin teacher.

### Resources in the Community for Mother Tongue Development

A list of language schools in the community is available (See Appendix A) that would enable students to keep developing their language skills. Languages include: Arabic, French, German, Farsi, Japanese, Portuguese, Korean, Mandarin, Cantonese, Russian, Spanish, and Tagalog. The list is ongoing as we find new courses for different languages.

### Library Resources:

#### Student Access to District Databases:

##### 1. World Book Online

French: Encyclopedie Decouverte

Topics: People, Explorons le monde, science et mathematiques, religions du monde, plantes et animaux, histoire, arts et littérature, sports et loisirs

Spanish: Enciclopedia Estudiantil Hallazgos

Topics: Gente, Plantas y Animales, Historia y Gobierno, Lugares, Ciencias y Matemáticas, Artes, Regliones del Mundo, Deportes y Pasatiempos, Various Periodicals,

##### 2. Dictionnaire biographique du Canada-Database of biographies of significant figures

##### 3. National Film Board of Canada

French: Films, Documentaire, animation, interactif

##### 4. Statistique Canada

5. Encyclopedia of BC: French Language Resources on Histoire de la Colombie-Britannique, Vancouver, and Victoria
6. Curio.ca-CBC Website of different topical news stories in French
7. Orca Readers-High Interest, Low Vocab-16 titles in French
8. Tumblebooks: Videos, Graphic Novels, Books, Audiobooks in French and Spanish
9. Ebsco Magazines: 5 titles in French
10. Learn 360-Can be translated into any language via Google Translate

Hugh Boyd Library Titles:

72	Japanese
60	Chinese
57	French
33	Spanish
5	German
3	Korean
2	Swedish
2	Vietnamese
1	Arabic

= 235 Books in Different Languages in school library  
 2,702 Fiction and 4, 487 Non-Fiction Resrouces through inter-school loans

In a school language survey conducted in Apr-May 2017, students responded to the following questions:

Do you feel supported in your first language?

74% Yes

10% No

12.7% Maybe

Do you feel supported in acquiring other languages?

65% Yes

11% No

21% Maybe

What resources would you like to see?

31% Easy access to online resources for learning

23 % Conversation Club/Buddies

20% Tutors

17% Easy readers in the library

The library will be promote online learning access through school announcements, social media platforms, bulletins, and school and library websites.

A language club for Overseas Students has been started for International Students, sponsored by teachers in the ELL Department.

Peer tutors are available through the counseling department.

Every week, Hugh Boyd receives newspapers in different languages for students to read at their leisure. Multiple copies are provided in the library, school public areas, and in teacher classrooms. We are looking to procure more resources in more languages.

#### **Language Acquisition: French, Spanish, or Japanese**

In their first year of MYP at Year 3 (grade 8), students are required to choose French, Spanish or Japanese, which they will continue taking until Year 5 (grade 10), in order to develop communicative efficacy.

#### **Host Country Language**

Hugh Boyd has an English Language Learning Program for incoming students who are newcomers into the Richmond School District. Students are first welcomed at the reception programme at the district level, and are placed according to set language criteria. They are then placed into ELL Levels 1-5, depending on their testing results. Support for the students in learning the host country language and culture of English are as follows:

ELL 1 and 2 students receive three blocks of English support (Science, Social Studies, Language and Culture).

ELL 3 students receive two blocks of English support (Social Studies, English).

ELL 4 students receive one block of English support (English-Transitional Reading and Writing).

ELL 5 students receive support outside of instructional time (Writing and Speaking).

Students of different levels may exhibit the following behaviours:

ELL 1: Emerging: May often use gestures, facial expressions, and single words to communicate feelings and needs. May prefer to work exclusively with students who speak the same first language. may use only the

first language or be silent. May understand more English than they express. May communicate meaning more often than correct language use.

ELL 2: Beginning & ELL 3: Developing-may continue to rely on support of first language friends but may show willingness to engage in English. May participate in activities and conversation. May use English skills successfully in social situations. May recognize the main idea in a passage. May be approaching native fluency in pronunciation (especially younger students).

ELL 4: Expanding: May be developing vocabulary which is beginning to approach the level of native peers. May use English oral skills with confidence for academic purposes. May have reading and writing skills approaching grade level. May continue to require support in academic areas where concepts rely heavily on detailed language structure. May need support with the nuances of language in specific situations (idioms, humour, register, and content unfamiliar to the student, eg Canadian history, geography, culture, customs, traditions, etc.).

ELL 5: Consolidating: Students at level 5 may appear to be fluent but still have significant needs in developing content language and skills as well as knowledge about culture. The language needs of these students must still be addressed but the support may take many different forms. The ELL teacher may provide direct support with class assignments or may collaborate with the regular subject teacher in providing graphic organizers and/or effective reading and writing strategies. The ELL teacher could check in with the ELL 5 students through in-class support or perhaps, provide pull-out support through a brief editing conference with a writing assignment. Support through a Moodle site and/or email is another good option that some schools offer.<sup>5</sup>

### English Language Learner Programme:

#### *Level 1 Course Offerings:*

ELL 1: Culture-This course aims to help English Language Learners learn the English skills to study and participate in everyday life in Canada. Students will focus on reading, writing, speaking and listening skills.

#### *ELL 2 Course Offerings:*

ELL 1&2: Beginner's English Cultural Studies focuses on the four core aspects of English skills : listening, speaking, reading and writing for communication.

ELL 1&2: Beginner's Social Studies focuses on Canadian geography, history and government, provinces, capitals, regions, resources, and industries.

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<sup>5</sup> Richmond School District ELL Manual for Secondary 34. October 2017.

ELL1&2: Beginner's Science focuses on scientific vocabulary and concepts, as well as the scientific method. Students will learn how to navigate and read science texts and gain confidence for future science courses.

#### *ELL 3 Course Offerings:*

ELL 3: Intermediate English: focuses on reading and writing using authentic reading materials from a variety of sources. Students will extend their vocabulary, reinforce their grammar skills and explore a variety of writing styles.

ELL 3: Social Studies: focuses on multiculturalism, global issues, and Canadian and global historical content. Students will work on research skills and the writing process, including formal research essays.

#### *ELL 4: Course offerings:*

ELL 4: Advanced English is the last ELL course students take before full integration into all other courses, with the main focus on honing writing skills through vocabulary expansion, grammar skills, and being comfortable with a variety of writing styles.

International students who arrive at Hugh Boyd are supported through the same process.

### **Assessment**

Our school assessment policy is reviewed annually. Our assessment informs teacher practice on student skills and language levels; each teacher will make adaptations as necessary for students to reach their fullest potential regardless of mother tongue. While the school board initially assesses students to place them at a level, it is the spring census that determines next year's' placements.

Hugh Boyd reports to parents on student progress in language learning during interims in mid November and mid January. In addition, there are three formal reporting periods: December, April, and June. Parent teacher conferences are available twice a year, but parents can request a meeting at any time. Emails and homework blogs abound, as students must take initiative to complete work.

Students will be assessed within the guidelines of the school assessment policy.

Special Educational Needs learners will be assessed on language development with assistance from resource teachers, educational assistants, modification and adaptation of assignments as specified in their Individualized Education Plans, and by other means necessary as outlined in the school SEN policy.

### **Professional Development**

All teachers are encouraged to participate in Professional Development activities and to openly communicate and reflect on best practice. The ELL Educational Facilitator supports other ELL teachers in assessment and may hold workshops for staff on best practices. All ELL teachers should hold the minimum

requirement for qualifications, including a linguistics and teaching methodology course.

### **Parent Involvement**

Parents are involved with helping to ensure the library provides a wide variety of texts representative of the languages of the school community. They also support students in maintaining their Mother Tongue fluency. (See Appendix B)

### **Language policy alignment:**

**...to our mission statement:** "Hugh Boyd develops compassionate and respectful young adults who are well-balanced, principled inquirers with an understanding of their responsibilities within society and as global citizens. Students balance academic excellence with attributes that allow them to realize their potential as whole learners in a dynamic and complex world." Students learn compassion and respect by valuing others' language and backgrounds as equal to their own despite differences. As global citizens, they need to be able to communicate with others in different languages and communicate in different ways in a complex world filled with diversity.

### **...to our Academic Honesty policy**

Our language policy aligns with our Academic Honesty policy in that students are supported, where possible, in learning through their mother tongue. This decreases the pressure students might otherwise feel to copy and paste information from English language sources when conducting research. ELL teachers and the teacher librarian, who is also ELL and English trained, will help bridge the cultural and language gap to help with student understanding of academic honesty.

### **...to our Inclusion policy**

Our language policy aligns with our inclusion policy in that we require all students to enroll in a language acquisition course unless the Individual Education Plan specifies otherwise. An IEP would only suggest otherwise if such a plan were in the best interests of the student under recommendation by the relevant specialists.

### **Policy Use & Review**

The Language Policy will be reviewed annually as our student body changes and as our needs with regards to language acquisition may change, led by the MYP Coordinators, the ELL Educational Facilitator, ELL specialists, Language Acquisition teachers, and all subject teachers who wish to effect changes.

### **Communication of the language policy**

The language policy will be listed with other school policies on the public website, the staff portal, school newsletter and teacher handbooks.

SWIS (Settlement Workers in Schools) workers also assist schools with parent communication.

Important school district documents are translated into different languages of the community and easily accessible. As well, the District Website is translated into over 50 languages.



# APPENDIX A

## What is the role of the Settlement Workers in Schools (SWIS)?

- To provide settlement support to all newcomer families and their children, as they require assistance in adjusting to their new surroundings;
- To provide information to students and their families about schooling and community services in Richmond and British Columbia and/or provide referrals to the services as required;
- To bridge home-school communication, accessing community services and resources and supporting families in the integration process;



- To assist the newcomer students and their parents in adapting to the local school system.



## Services to Schools

- To provide information about the newcomer students' needs and issues, helping school staff to understand a family's situation;
- To provide support for newcomer students and their families as per school staff requests through information sessions and/or workshops;
- To support two-way communication between the home and the school.

## Services to Parents

- To help parents who are new to the community understand the Canadian school system through orientation/information meetings and workshops; and individual information and referral sessions.

- To promote access for parents and families to make connections with the broader school community.

## How to Access the Services of a Settlement Worker?

*Settlement Workers In Schools (SWIS) are assigned to all public schools in Richmond.*

In partnership with the school, the SWIS worker systematically contacts all newcomer families to orient them to school and community resources and to refer them to specific services.

Families may contact SWIS:

- Through local schools: parents may inform their child's school of their need for services. Referrals will be made through the school to the Settlement Worker.
- Through the Richmond School District Reception Center during initial enrolment in the Richmond school system.



# RICHMOND SCHOOLS

July 2009

Settlement Services are available in

Richmond Schools

Monday – Friday  
8:30 a.m. to 4:00 p.m.  
or by appointment

SCHOOL PHONE ADDRESS POSTAL CODE

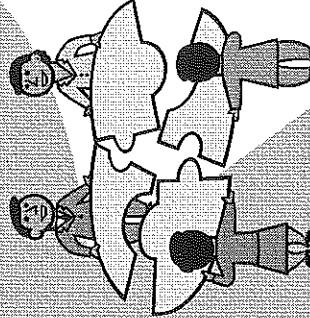
<b>ELEMENTARY SCHOOLS</b>			
ANDERSON* (EFI)	604-668-6355	9460 Alberta Rd.	V6Y 1T8
BLAIR	604-668-6330	6551 Lynas Lane	V7C 3K8
BLUNDELL	604-668-6592	6480 Blundell Rd.	V7C 1R8
BRIDGE (EFI)	604-668-6236	10400 Leonard Rd.	V7A 2V5
BRIGHOUSE	604-668-6522	6900 Azure Rd.	V7C 2S8
SEA ISLAND*	604-668-6468	1891 Wellington Cres.	V7B 1C6
BYNG*	604-668-6643	3711 Georgia St.	V7E 6M3
COOK*	604-668-6454	8600 Cook Rd.	V6Y 1V7
CURRIE	604-668-6440	8220 General Currie Rd.	V6Y 1M1
DEBECK*	604-668-6281	8530 Ash St.	V6Y 2S3
DIENBAKER*	604-668-6639	4511 Hemlock Dr.	V7E 4T1
DIXON* (EFI)	604-668-6608	9331 Diamond Rd.	V7E 1F5
ERINGTON*	604-668-6638	9631 Perpet Rd.	V7A 1T8
FERRIS*	604-668-6538	7520 Sunnymede Cres.	V6Y 2V8
GARDEN CITY* (M)	604-668-7355	8311 Garden City Rd.	V6Y 2P1
GLIMORE* (EFI)	604-668-6268	8380 Eglar Rd.	V7C 2A1
GRAUER*	604-668-6547	4440 Blundell Rd.	V7C 1G9
HAMILTON	604-668-6514	5190 Smith Dr.	V6V 2W5
HOMMA* (EFI/LFI)	604-668-7444	5100 Burnswick Dr.	V7E 6K9
KIDD*	604-668-6602	10851 Shell Rd.	V7A 3W6
KINGSWOOD*	604-668-6280	11511 King Rd.	V7A 3B5
LEE*	604-668-6269	9491 Ash St.	V7A 2T7
MAPLE LAKE	604-668-6692	7871 Alouette Dr.	V7A 4P2
McKAY*	604-668-6470	7360 Lombard Rd.	V7C 3N1
McKENNEY* (M)	604-668-8133	10451 Jessam Rd.	V7E 2C2
McNEELY	604-668-6250	12440 Woodhead Rd.	V6V 1G3
MITCHELL* (EFI)	604-668-6225	12051 Cambie Rd.	V6V 1G5
MULLICHEN*	604-668-6324	3780 Moraby Dr.	V7C 4G6
SPULTRYUKS*	604-668-6100	5699 Blanshard Dr.	V7C 5V4
STEVES* (M)	604-668-6630	10111 Fourth Ave.	V7E 1V5
TAIT*	604-668-6444	10071 Finlayson Dr.	V6X 1W7
TALMEY*	604-668-6275	9500 Kilby Dr.	V6X 3N1
THOMPSON*	604-668-6420	6211 Forsythe Cres.	V7C 2C4
TOMSETT*	604-668-6497	9671 Collin Rd.	V6X 1E1
WESTYND*	604-668-6206	11371 Kingfisher Dr.	V7A 4Y6
WHITESIDE (EFI/LF)	604-668-6206	9282 Williams Rd.	V7A 1H1
WOODWARD*	604-668-6295	10300 Seacote Rd.	V7A 4B2
WOWY	604-668-6198	5380 Woodwards Rd.	V7E 1H1
<b>SECONDARY SCHOOLS</b>			
BOYD	604-668-6515	9200 No. 1 Rd.	V7E 6L5
BURNETT* (S)	604-668-6478	5011 Granville Ave.	V7C 1E6
CAMBE	604-668-6430	4151 Jacobs Rd.	V6V 1N7
McNeill	604-668-6212	6611 No. 4 Rd.	V6Y 2T2
McMATH* (F)	604-718-4050	4251 Garry St.	V7E 2T9
McVAIL* (S)	604-668-6575	9500 No. 4 Rd.	V7A 2V9
McROBERTS* (F)	604-668-6900	8990 Williams Rd.	V7A 1G6
PALMER	604-668-6288	8160 St. Albans Rd.	V6Y 2K9
RICHMOND	604-668-6400	7171 Minoru Blvd.	V6Y 1Z3
STEVESTON-LONDON* (S)	604-668-6668	6800 Williams Rd.	V7E 1K5
<b>DISTRICT FACILITIES</b>			
Adult Learning Centre	604-668-6532	8560 Demorest Dr.	V7A 4M1

\*Before/After School Daycare (EFI) Early French Immersion (LFI) Late French Immersion (M) Monesson (FI) French Immersion (S) Semestered  
SCHOOL DISTRICT NO. 38 (RICHMOND)  
7811 Granville Avenue Richmond BC V6Y 3E3 604-668-6000  
www.sd38.bc.ca

## Settlement Workers in Schools (SWIS)

Information for Families

<http://public.sd38.bc.ca/swis/>



Our Focus is on the Learner

www.sd38.bc.ca  
Revised January 2010



WelcomeBC

This program is made possible through funding  
from the Government of Canada and the  
Province of British Columbia

## Appendix B

### **The Importance of Maintaining the Mother Tongue**

#### **Notice to parents and guardians of ELL students**

As a parent/guardian to a student in the Hugh Boyd ELL (English Language Learning), did you know that children learn English much more effectively if they continue to develop their first language(s) at the same time?

#### **Why is it important for students to continue to develop their first language(s)?**

- Research\* has shown that many skills acquired in the first language can be transferred to the second language. So, for example, if your child has developed good reading skills in Mandarin, she is likely to be able to apply these skills when reading English.
- Learning to enjoy reading in one's first language(s) will help students to enjoy reading in their second language.
- Many students at Hugh Boyd plan to return to their home country at some point to continue their education. This is a strong reason to make sure they do not have gaps in their understanding of their first language(s).
- By continuing to develop their first language, students can maintain their connection to their parents' cultures and communities.

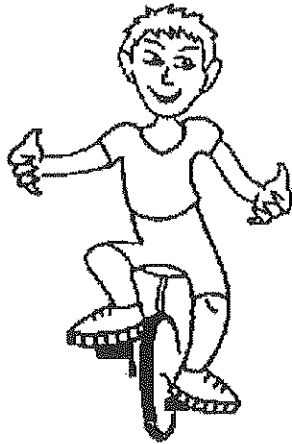
#### **How can you help your child continue to develop his/her first language(s)?**

- Make time to speak your first language(s) at home with your child. For example, discuss what he/she is learning at school, current events or simply casual conversation.
- Make sure that your child has access to fiction (novels, short stories, poetry) and non-fiction (textbooks, newspapers) materials in his/her first language(s). Many of these are available at the Hugh Boyd school library and in classrooms.
- Encourage your child to take advantage of using his/her first language at Hugh Boyd. For example, taking notes, doing research, journal writing (especially for the MYP personal project), and reflection writing in his/her first language(s).
- Consider enrolling your child in private tutoring or a language school in the Richmond community to further his/her academic language development. (for more information about these services, please consult the "Mother Tongue Support Services" document).

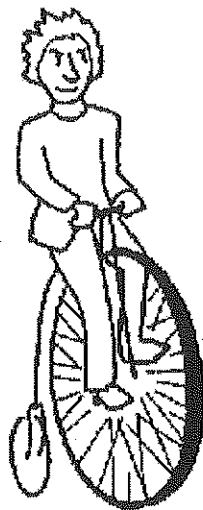
**Learning a language is a difficult, but rewarding process. Being multilingual will make your child better prepared to live in our rapidly changing and globalizing world.**

\* Cummins, Jim. *Bilingual children's mother tongue- Why is it important for Education?* (2001)  
[www.fjplv.org/Issues/CumminsENG.pdf](http://www.fjplv.org/Issues/CumminsENG.pdf)

# The importance of the mother tongue



With one wheel (one language), you can go from place to place.



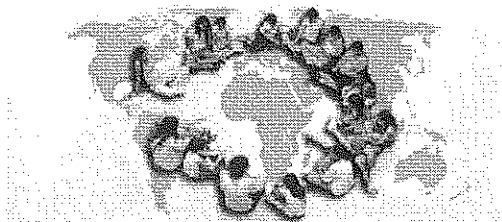
With one big and one small wheel (one good and one not so good language) you can go farther and faster.



With two equal-sized wheels (two strong languages) you can comfortably go anywhere you want!

## **APPENDIX C**

### **Mother Tongue Support Services in**



### **Richmond and the Lower Mainland**

There are a number of language schools and tutoring services throughout the lower mainland. The following are a few of the available schools and services.

#### **Arabic**

**Az-Zaharaa Islamic Centre  
Muslim Mosque**  
8580 No. 5 Road Richmond BC  
V6Y 2VA  
604-274-7869

**Iman School**  
12800 Cambie Rd.  
Richmond BC  
V6V 1N7  
Phone: 604-604.763.1944  
Email: [emanschool@hotmail.com](mailto:emanschool@hotmail.com)  
URL: <http://imanschool.ca/ar/>

**International House Vancouver**  
200-1215 West Broadway,  
Vancouver, BC V6H 1G7  
604-739-9836  
[languages@ihvancouver.com](mailto:languages@ihvancouver.com)

#### **Farsi**

**International House Vancouver**  
200-1215 West Broadway,  
Vancouver, BC V6H 1G7  
604-739-9836  
[languages@ihvancouver.com](mailto:languages@ihvancouver.com)

#### **French**

**Alliance Française**  
6161 Cambie Street  
Vancouver, BC V5Z3B2  
E-mail: [info@alliancefrancaise.ca](mailto:info@alliancefrancaise.ca)  
Tel : (604) 327-0201  
Fax : (604) 327-6606

**International House Vancouver**  
200-1215 West Broadway,  
Vancouver, BC V6H 1G7  
604-739-9836  
[languages@ihvancouver.com](mailto:languages@ihvancouver.com)

#### **German**

**Vancouver German Language Centre**  
10670 Westside Drive  
Delta, BC V4C 1R4  
604-596-6241 or  
604-889-9465  
[ihcy@dccnet.com](mailto:ihcy@dccnet.com)

**International House Vancouver**  
200-1215 West Broadway,  
Vancouver, BC V6H 1G7  
604-739-9836  
[languages@ihvancouver.com](mailto:languages@ihvancouver.com)

### **Japanese**

Japanese Language School  
4255 Moncton St, Richmond,  
BC V7E 3A8  
604-274-4374

International House Vancouver  
200-1215 West Broadway,  
Vancouver, BC V6H 1G7  
604-739-9836  
[languages@ihvancouver.com](mailto:languages@ihvancouver.com)

### **Mandarin and Cantonese**

Richmond Continuing Education  
[http://ce.sd38.bc.ca/\[ \]Courses/Mandarin/](http://ce.sd38.bc.ca/[ ]Courses/Mandarin/)  
604.668.6532 or 604.668.6049.

Key Language Training  
102-8140 Cook Rd, Richmond, BC  
V6Y 1V1  
604-370-2118

True Light Chinese School  
5120 Blundell Rd  
Richmond, BC V7C 1H4  
(604) 271-7131

PUI YING RICHMOND  
CHINESE SCHOOL =  
Pui Ying Centre  
#101-8580 Cambie Road,  
Richmond  
604-821-1262

Richmond Chinese School  
8171 Park Rd  
Richmond, BC V6Y 1S9 (604) 278-8255

### **Portuguese**

International House Vancouver  
200-1215 West Broadway, Vancouver,  
BC V6H 1G7  
604-739-9836  
[languages@ihvancouver.com](mailto:languages@ihvancouver.com)

### **Korean**

Christian Korean Language School  
Society  
115-3280 58th Ave  
Vancouver, BC V5S 3T2  
(604) 879-5527

International House Vancouver  
200-1215 West Broadway, Vancouver,  
BC V6H 1G7  
604-739-9836  
[languages@ihvancouver.com](mailto:languages@ihvancouver.com)

### **Russian**

Russian Community Centre Vancouver  
2114 West 4th Avenue  
Vancouver, BC, V6K 4R8  
<http://www.rccpushkinschool.org/>

### **Spanish**

Hola Spanish Centre  
#206 - 223 West Broadway  
Vancouver BC  
[www.holaspanishcentre.com](http://www.holaspanishcentre.com)

### **Tagalog**

Beginner-intermediate courses  
The Network Hub  
205 – 810 Quayside Dr  
New Westminster, BC V3M 6B9  
[classes@tulayan.com](mailto:classes@tulayan.com)  
Tulayan.com