



# Middle Years and Diploma Programme

## Language Policy



# **Jones High School and Memorial Middle School Language Policy**

## **Introduction**

The International Baccalaureate (IB) World Schools are required to have a written language policy. This document includes provisions for second-language teaching and mother-tongue language support that meet the needs of the students and reflect the principles of the program. The IB Middle Years and Diploma Programme Language Policy also outlines the philosophy and aims of language teaching and learning, and reviews the available options in Group 1 and 2. Additionally, the document defines our support for learning mother-tongue languages.

## **Philosophy and Aims**

At Jones High and Memorial Middle School, we believe that the foundation for all learning is language. Language is the primary means of communicating and fundamental to lifelong learning. In order for students to be successful with language usage, they must be able to use language appropriately, accurately and confidently. The ability to express language both orally and in writing, especially inquirers as well as develop critical thinking and social skills. Furthermore, language proficiency enables students to acquire knowledge related to all areas of the IB Diploma teachers are considered language teachers. Finally, language is taught through context and relates new information to existing knowledge comprehension.

The mission of Jones High School, where excellence is the expectation of every student, and Memorial Middle School, where they are relentlessly pursuing greatness, is to develop lifelong, 21<sup>st</sup> century learners who meet the demands of a global society. In partnership with parents, students, educators, and community members, Jones High and Memorial Middle School will provide curriculum and instruction that encourages both diversity and unity, develop integrity and character, and promote initiative and collegiality among our students. Therefore, we understand that students must become both culturally and linguistically proficient in a second language. Accordingly, language learning indicates not only to the acquisition of a second language, but also includes the importance of cultural understanding and sensitivity, and fosters international understanding.

## Language Profile

The majority of the students at Jones High School and Memorial Middle School speak English; however, other languages spoken at both schools are as follows:

<b>Jones High School</b>		<b>Memorial Middle School</b>	
• American Sign Language	1 (.08%)	•	
• Arabic	3 (.23%)	•	
• Creole	63 (5%)	•	
• English	1047 (79%)	•	
• Fox	1 (.08%)	•	
• French	2 (.15%)	•	
• Haitian Creole	126 (10%)	•	
• Jamaican Creole, Pato	1 (.08%)	•	
• Kawaiisu	2 (.15%)	•	
• Spanish	78 (6%)	•	
• Tigrinya	1 (.08%)	•	
• Swahili	2 (.15%)	•	
• Kinyarwanda	1 (.08%)	•	

This diverse population allows students to be assisted through a number of avenues. Some students are categorized as English speaking students with limited or no Language B experiences, English speaking students with prior language B instructions, Bilingual students who speak their mother tongue in addition to English, and non-English speaking students.

The language of instruction is English with the exception of our language B classes where instruction is conveyed in the target language. Jones High and Memorial Middle School offers the following languages B: Spanish and French. Students enrolled in the IB Diploma Programme began their language acquisition either in middle school or high school and continue to progress through the Middle Years or Diploma Programme languages B. Languages B offered in Jones High School Diploma Programme are Spanish and French (standard level). To date, no student has enrolled or requested to enroll in ab initio Spanish or

French, even though we have offered that option to our students. Jones High will continue to inform our students about this option as appropriate to individual student need.

### **Language A**

Language & Literature Year 1, 2, and 3 and English A: Higher Level are the only classroom-based opportunities for Language A offered at Memorial Middle and Jones High School. We currently offer Language A: Literature and follow the prescribed course requirements as set out in the IB *Language A: Literature Subject Guide*. Students are urged to value the artistry of literature and to develop an ability to reflect critically on their reading. Students study works in their literary and cultural context, through close study of individual texts and passages, and by considering a range of critical approaches. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language (IBO, 2011). Students are assessed according to the IB Diploma Programme policies as described in the *Language A; Literature Subject Guide*.

### **Language B**

Our belief at Jones High and Memorial Middle School is that students study global cultures and they are also able to acquire and appreciation of other cultures while coming to the realization that other people, with their differences, can also be right (IB Mission Statement). Because every student learns at different rates and therefore, students are provided a range of Language B courses that meet their developing academic and social needs. Our desire is for each student to reach his/her highest proficiency and literacy level in a second language. Students are provided varied differentiated instructional strategies in an effort to accommodate different learning styles. Jones High School offers French B Standard Level and Spanish B Standard Level as classroom-based opportunities to engage in IB Language B. We offer courses beginning at the introductory level in French and Spanish and ending with IB Diploma Programme. All formative and summative assessment is assessed using the Diploma Programme criteria. Additionally, the content in these courses is taught in the framework provided through the Areas of Interaction.

### **Extra-Curricular Language and Culture Opportunities**

The following clubs are available to all Jones High/Memorial Middle School Students to enrich experiences in mother-tongue languages, second languages or additional languages, with the aim

of increasing cultural and international-mindedness:

- French Club (Jones)
- Spanish Club (Jones)
- Creole Club (Memorial – developing)
- Hispanic Heritage Celebration (Memorial)
- Cultural Festival (Memorial)

### **Mother-Tongue Instruction**

Jones High and Memorial Middle Schools understand the importance of students preserving their mother-tongue language. It is important to encourage students to continue to use their mother-tongue language skills because this allows them to enhance their personal identity, highlight their cultural heritage, and increase their overall ability to learn. Therefore, students are provided with resources such as free peer-tutoring for those who are Spanish speakers and non-Spanish speakers. The classrooms are equipped with language dictionaries too. Students and parents are provided with translators during most conferences and school-wide meetings. District and school newsletters and other communications are translated into the student's mother-tongue language. Interpreters are provided for conferences, Open House, Graduation, and other events. Our teachers collaborate with the ESOL teachers to ensure that instructional strategies are appropriate and facilitate learning. The teachers also work with the ESOL teachers to enable connections to be made to the student's home life.

### **Limited English Proficiency**

All English Language Learners are enrolled in ESOL classes as a means of introducing them to the English language and assisting them as they acclimate to a new culture. The English Language Learners are identified through both the student enrollment form and "Home Language Survey." There is also a follow up interview and the students are given the Initial Placement Test (IPT), which encompasses listening, speaking, reading and writing. The students are introduced to the language and supported based on five stages to include: Stage 1 (Pre-Preparation), Stage 2 (Early Production), Stage 3 (Speech Emergence), Stage 4 (Intermediate Fluency), and Stage 5 (Transition). The *ESOL Student Language Proficiency Roster* outlines the

various in more detail.

The Florida Department of English Language Learners and Orange County School District ESOL Guidelines is the tool used by our school district to ensure that we are adhering to the prescribed ESOL guidelines. Teachers are provided with a list of students in their classes at the beginning of the school year. Orange County Public School District Student Accommodations Plan for ESOL Students teachers are expected to review the accommodations for assessments every quarter. It is understood that assessments should be modified so that students can demonstrate their knowledge and skills. Also, a student may not be assigned a failing grade in a content area or be retained at grade level on the basis of lack of English Language Proficiency. Therefore, the ESOL Curriculum & Compliance Specialist (ECCS) collaborates with all staff on a continuous basis to provide them with modifications and remediation information regarding our non-English speaking students that are struggling. There is a variety of resources that are published in numerous languages to include French, Spanish, Creole, German, Russian, etc., which are available in the Multicultural Resource Center, located at the Orange County Public School district office. These materials can be requested by the ECCS for the students use as needed.

#### Communication to Stakeholders

The Language Policy will be posted on the school and teacher webpages, made available in hard copy form in the main office and provided to all JHS and MMS students and parents. The School Improvement Council will also be provided with electronic and hard copies of the policy. Members of the community will be invited to participate on our Language Policy Committee each year moving forward, via our district, school, and teacher websites.

#### Language Policy Review

The IB Middle Years and Diploma Language Policy will be reviewed by IB staff, school administration, and Language Policy committee members at the beginning of each academic year, moving forward. Also, information about the various languages represented at Memorial Middle and Jones High School will be presented to the faculty each year. It is also the expectation that teachers will seek out opportunities to highlight these cultures and languages within their daily lessons as well as in other school activities.

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Jones High and Memorial Middle School Language Policy Committee:

Kyra Brown – Jones High DP/MYP Coordinator

Eugene Chavis – Memorial Middle MYP Coordinator

Enaris Inman – JHS IB French Teacher/JHS ECCS