

**Phillips Preparatory School International Baccalaureate Middle Years  
Programme Language Policy  
Adopted February 2017 (Revised 5-31-18)**

**Philosophy**

In order for students to participate and succeed in a global society, language acquisition and skills are essential. Language instruction provides students an opportunity to develop intercultural understanding and awareness, new perspectives, curiosity, and an appreciation of our world's diversity. At Phillips Preparatory School (PPS), we believe all students should have the opportunity to learn and explore other languages and cultures. Communicating in a variety of modes in more than one language is essential to an international education. Because language is so integral to interpersonal and cultural development, all teachers are language teachers.

**Language and Literature**

Because all students must participate in state and federally mandated assessments and meet English language requirements included in the state course of study standards, English is the language of instruction of the school; and Language and Literature is required in grades six, seven, and eight. In order to enhance comprehension and strengthen communication skills at all grade levels and in all curricula, students will analyze, organize, and produce text for a variety of purposes. In the Middle Years Programme, students will read and evaluate a variety of narrative, informational, and argumentative texts.

In order to offer students a global and diverse language and literature experience, teachers will implement the following practices:

- Teachers will provide instruction in and model the correct usage of written and oral language conventions in order to further enhance verbal and written communication skills;
- Teachers will employ a variety of instructional practices when facilitating instruction;
- Teachers will use multiple forms of media and expose students to various genres of literature;
- Teachers will provide cross-curricular connections between texts;
- Teachers will create and plan lessons and/or activities that incorporate student group work in order to enhance collaboration among peers;

- Teachers will promote and incorporate supplemental reading incentive programs such as Accelerated Reader, as well as promote balance of reading for academic and recreational settings;
- Teachers will continuously administer formative assessments to observe progressive learning and will administer summative assessments to assess mastery of taught skills;
- Teachers will provide opportunities to increase intercultural awareness through language instruction;
- Teachers will provide instruction on the writing process and focus on writing as a tool of communication to express comprehension, including instruction in MLA format for documentation and presentation of research;
- Teachers will model and promote the use of various forms of technology in a classroom environment in order to enhance and prepare students for global communication;
- Teachers will provide frequent and varied opportunities for students to sharpen listening and speaking skills.

### **Language Acquisition**

The importance of students becoming culturally and linguistically proficient in a second language is recognized, and all students receive instruction in either Spanish or French. Recognizing that not every student will reach the same level of language proficiency at the same time, a continuum of Language Acquisition courses is offered.

In order to provide students with an authentic and diverse language acquisition learning experience, teachers will:

- use MYP aims and objectives as best practices;
- set goals based on an outcome of proficiency communication;
- include aspects of culture to ensure that students become knowledgeable and caring of other cultures;
- teach students strategies to be effective communicators in the areas of listening, speaking, reading, writing, and viewing;
- embed grammatical structures and vocabulary development within instruction;
- use formative assessment to drive instruction
- provide students with opportunities to engage in the language and culture outside the classroom;
- provide students the opportunity to utilize the foreign language resources and multicultural literature in the media center.

## **School Language Profiles**

### **Language of Instruction**

The primary language of instruction for PPS is English. Through school wide direct instruction, students develop the fluency and literacy skills necessary to ensure their ability to communicate effectively. As required by the State of Alabama, the Common Core Standards are implemented in all grade levels. Advanced/honors Language and Literature courses are taken by all students.

### **Additional Languages**

PPS offers second language instruction in French and Spanish. In Year 1, students are introduced to the basics: days of the week, months of the year, family, culture, etc. In Years 2 and 3, students are able to communicate in real world situations such as: greet a Spanish/French speaker, ask for directions, order food in a restaurant, shop, and carry on conversations with others who speak the language. Year 3 students are able to receive high school credit for the language if they pass the course with a 70% or higher average for the year.

### **Support for Mother Tongues**

We at PPS encourage our students to speak and develop their mother-tongue at home. An overwhelming majority of students at our school speak English, which is also the language of instruction at the school. However, within our student population there are bilingual students, including those whose home language is a language other than English. Included in our multilingual, multicultural staff are speakers of several languages, who are often called upon to assist when translators are needed for parent conferences.

### **Learning of Host Country/Regional Language and Culture**

Language instruction at PPS seeks to be as inclusive as possible. Accommodations such as audio recording, preferential seating to ensure student is able to see and hear teacher, peer tutoring, additional support provided by teachers either before or after school and outside tutoring contact information is shared with parents. Learning is monitored by teacher and parents. Parents have access to student's grades through the district's Information Now (I-Now) electronic grading system. Every effort is made to support our students.

### **Support for Students Not Proficient in English**

Identification of students not proficient in English is mandated through our district, the Mobile County Public School System (MCPSS). Students acquiring English as a second language participate in the ESL program in order to expedite English learning. Any student who attends our school and needs assistance will be supported through the ESL program. (Policy attached as a reference.)

## **Review Committee**

All information within the PPS Language Policy is subject to change and will be reviewed by a committee on an annual basis with the support of the administrators, counselors, teachers, and MYP coordinator.

## **Standards Supported by Language Policy**

### **Standard A7:**

- The school places importance on language learning, including mother tongue, host country language, and other language.

### **Standard A9:**

- The school supports access for students to the IB programme and philosophy.

### **Standard A9a:**

- The school strongly encourages participation for all students.

### **Standard B1.5a:**

- The school has developed and implements a language policy that is consistent with IB expectations.

### **Standard C3:7**

- Teaching and learning address the diversity of student language needs including those for students learning in a language(s) other than their mother tongue.

### **Standard C3:8**

- Teaching and learning demonstrate that all teachers are responsible for language development of students.

## Works Cited

*Frank C Martin International K-8 center Middle Years Programme Language Policy (n.d.):* n. pag.1 Oct. 2014. Web. Feb. 2017. <http://fcmartin.dadeschools.net/documents/>.

*IB Language Policy of Rufus King International School (n.d.):*n. pag. Sept. 2011. Web. Feb. 2017. <http://www5.milwaukee.k12.us/school/rufusking/file>.

“International Baccalaureate MYP Language Policy” *Bloomfield Hills Schools*-.Bloomfield Hills Middle School, Dec. 2014. Web. 26 Feb. 2016.

*Language Policy Example*. N.p.: Online Curriculum Center, n.d. PDF.

*School Language Policy*. N. p.: Online Curriculum Center, n.d. PDF.