



## Marshall Middle Magnet International Baccalaureate World School Middle Years Programme Language Policy

### **Purpose:**

The purpose of a language policy is to outline:

- The structure for language learning at Marshall.
- The support for students and families whose mother tongue is not English.
- Support for mother tongues.
- The Belief that all teachers are language teachers.

### **Definitions:**

- Mother-Tongue: The language that a student uses outside of the classroom, their first or preferred language.
- Language and Literature: One of the eight disciplines that aims to help students “use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction”.
- Language Acquisition: The course that aims to help students “gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage.”

### **Philosophy of Language:**

In accordance with the International Baccalaureate, Marshall is dedicated to providing “access to an IB education for students from a variety of cultural and linguistic backgrounds” and supporting our diverse population. Educators take approaches to teaching and learning that include differentiation to meet the needs of all learners and honing students’ communication skills, which support language learners. All teachers have the responsibility for facilitating communication. Students are encouraged to embody the Learner Profile attribute as Communicators. Our goal is for the students to communicate “confidently and creatively in more than one language and in many ways.”

- All teachers are language teachers with responsibilities in facilitating communication.
- All students, except for when a state mandate supersedes the Middle Years Programme (MYP), with receive instruction in the eight subject areas of the MYP.
- Parents have the opportunity to provide input into their children’s language development.

### **Policy of Language:**

Marshall has high expectations of all students, encouraging them to develop and maintain proficiency in English and at least one other language. Marshall has a large percentage of population whose home language (mother tongue) is not English. A majority of these students are highly proficient with the use of the English language while others meet the requirements for eligibility for English Language Learner support. These students have the opportunity to develop further proficiencies in their first (home) language.

### **Language Curriculum in the Middle Years Programme (MYP):**

- **Language and Literature:** All students take Language and Literature, regardless of their mother-tongue, as students are learning and deepening their understanding of English. Students learn the Florida B.E.S.T. Standards in Language and Literature through the conceptual framework of the Middle Years Programme.
- **Language Acquisition:** MYP1 – MYP 3 years articulated World language program is available to all students in Language Acquisition courses, including high school credit classes in both **French** and **Spanish** in MYP 3.
  - Following the progression of learning, students are scheduled according to MYP Phases – Emergent (Phase 1-2), Capable (Phase 3-4), and Proficient (Phase 5-6); this results in combination classes versus pure grade level classes except for MYP 1, who take a semester of each language – French and Spanish.
  - “Teaching and learning in the language acquisition subject group is organized into three levels of proficiency. Each level focuses on two phases. In total there are six phases. The phases represent a developmental continuum of additional language learning. Depending on their prior additional language-learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum.” ([Language acquisition - MYP resources - Home - IB programme resources \(ibo.org\)](#))
  - Students have an opportunity, depending on proficiency, to earn high school credit in either French or Spanish.
  - Marshall also offers a class for Spanish-Speaking students.
  - Strawberry Crest High School Diploma Programme, one high school options for our students, offers both Spanish and French.
  - On-line resources are provided to increase families’ interaction with school activities.
- **Reading:** Reading is a district requirement for all MYP 1 students. Intensive Reading is a district requirement for all students who have not met the state requirements in reading as measured by the Florida Standards Assessments. Intensive Reading class is intended to support students in developing reading skills like fluency, comprehension of text, and decoding. Students may be required to take Intensive Reading in place of a Language Acquisition class.

### **Multilingual communication in the Marshall Middle Magnet Community:**

- **Support for Mother Tongues:** Marshall encourages both parents and students to speak and develop their mother-tongue at home and share with the school community. We recognize that the development of the mother-tongue language is critical for maintaining a student’s cultural identity.
  - Marshall employs a bilingual paraprofessional, a migrant advocate, and a parent liaison to assist with translating, interpreting and adjusting (if applicable) to the culture of the community.
  - The media center includes materials to support continued use of the mother tongue as well as offering materials with a wide range of cultural influences.
  - Marshall supports in-school, local, and global initiatives that showcase our many world languages/cultures (i.e., school wide communications and service projects with a global impact).

- In addition to English, languages spoken by our students, families and staff include the following:
  - Hmong
  - Jamaican Creole
  - Malayalam
  - Mixtec
  - Pashto
  - Portuguese
  - Spanish
  - Vietnamese
  - Zapotec
  - Quekch
- **Placement of students and progress monitoring**
  - Survey for families for identification
  - Testing to determine eligibility
  - Placed in appropriate support classes for ESOL students
  - Annual testing and review of needs by ELL Committee members
  - On-going monitoring of grades and academic progress
- **Strategies to Support Teachers and Students**
  - ESOL (English to Speakers of Other Languages) teachers utilize a variety of instructional strategies, materials, and accommodations to teach students to speak, read, and write in English to ensure academic instruction is understandable to ELLs.
  - Bilingual Paraprofessionals who work with students and teachers to review, clarify, and reinforce academic skills.
  - All teachers must take ESOL professional development classes to increase their knowledge base of working with ELL students. This becomes part of their Certification with the state of Florida.
  - Marshall currently has one ESOL teacher who provides instruction and oversees our school program.
  - Our English Language Learners A and B receive intensive instruction for English Language Arts and Reading.
  - During the school day, our Bilingual Paraprofessional supports our ELL students in Math, Science, and Social Studies.
  - Marshall's Migrant Advocate provides support to our migrant population – both students and parents – to address questions and provide instructional support.
- **Teacher Responsibilities**
  - Provide a welcoming classroom environment
  - Modify speech as needed during instruction, providing examples
  - Provide opportunities for interaction
  - Support literacy development in all content areas
  - Develop Writing skills in all content areas
  - Provide clear and accurate instructions for exams
  - Use a variety of strategies to support language development
  - All staff support the language policy and understand the importance of minimizing interruptions.

**All instructional staff members must meet certification and professional development requirements when working with English Language Learners – as specified by the District and State of Florida.**

**References:**

- [MYP From Principles to Practice](#)
- [MYP: Guidelines for developing a school language policy](#)
- [Pine View Middle School Language Policy](#)
- [Oak Hammock Middle School Language Policy](#)
- [Walker Middle Magnet School Language Policy](#)
- [Williams Middle Magnet School Language Policy](#)