

# Shiloh IB Cluster Language Policy

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## **Philosophy**

The Shiloh IB Cluster (Shiloh Middle & High) believes that language involves learning the language itself, learning about language, and learning through language. Consequently, every teacher is a teacher of language. Communication is stressed within their courses, which helps to develop language, written and spoken. As language itself is key to all learning, we value it as central to critical thinking and interpreting the world around us. Language is a necessary component in encouraging understanding and tolerance of other cultures and perspectives. This is accomplished in part by the development of existing languages as well as the acquisition of an additional language(s) through reading, writing, listening, and speaking.

## **Learning of the Host Country or Regional Language and Culture**

English is the language of primary instruction and assessment for the majority of courses including English to Speakers of Other Languages (ESOL), but with the exception of Language Acquisition courses. In addition, English is the language of all student, parental and community communication.

Since language is central to all learning, all teachers are language teachers with a responsibility to facilitate communication through instruction in speaking, reading, and writing effectively in the primary school language. This is supported through ongoing school initiatives and professional development.

## **Mother Tongue Support**

When appropriate and feasible, parental communiqués will be translated into Spanish, as Spanish is the most prevalent mother tongue among Shiloh IB Cluster students whose mother tongue is not English.

Students are encouraged to maintain their mother tongue through club associations and community resources that provide immersion and celebrate the culture and language of the mother tongue. In addition, the mother tongue of Shiloh IB Cluster students will be supported by media center resources, in a variety of languages, not just the primary language of instruction.

## **Support for Students**

Differentiation strategies and/or language acquisition support for learners with specific language learner needs will be practiced by Shiloh IB Cluster teachers. All teachers have had and will continue to receive professional development in differentiated learning and to include collaboration with professionals who have been formerly trained to provide support of learners who have a different mother tongue than English. Access to AP and IB classes for students for whom English, the language of instruction, is a second language will be open and encouraged.

## **Language Acquisition Goals**

All students, in keeping with IB MYP and Georgia post-secondary requirements, are encouraged to learn at least one language in addition to their mother tongue. All students who are fluent in English and one of our Language Acquisition subjects are encouraged to study a third language through an *ab initio* subject. The Shiloh IB Cluster offers the languages of French, German and Spanish. Students entering into the MYP within the Middle School will be assigned an acquisition language based on the grade they enter. Students remain in that language, progressing forward, for their duration of the MYP. Students entering at the High School level have a choice of any of the three languages.

## **Process for Review of Policy**

A committee will be formed consisting of key stakeholders from all Shiloh IB Cluster schools to evaluate the Language Policy annually. During this annual evaluation the policy will be reviewed for needed updates and revisions, as well as to assess the effectiveness of the implementation and to ensure the policy is communicated throughout the Shiloh IB Cluster schools.

### References:

- GCPS English Language Learner Programs; <http://www.gwinnett.k12.ga.us/gcps-edprogweb01.nsf/pages/EnglishLanguageLearnerPrograms>
- GCPS Graduation Requirements; <http://www.gwinnett.k12.ga.us/polproc.nsf/2eb61728da9e71be85257b550023c4e1/8525684e004e2c2985257e82004583b7?OpenDocument>
- International Baccalaureate From Principles to Practice; Language and Identity
- International Baccalaureate From Principles to Practice; Multilingualism and intercultural understanding
- University System of Georgia, Board of Regents Policy Manual; Undergraduate Admissions, Section 4.2.1.1