

# **GULLIVER PREPARATORY SCHOOL**

## **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

### **LANGUAGE POLICY**

#### **Philosophy**

Authorized in 1996, Gulliver Preparatory School's International Baccalaureate Diploma Programme has continually supported the fact that the whole school community shares a responsibility for supporting language acquisition and mother tongue preservation. During this age of change, the critical need exists to participate globally as the world is rapidly becoming interdependent economically, culturally, politically and technologically. The need for a working knowledge of world languages and cultures is paramount. We promote the premise that our students must be able to interact and successfully compete within this global society, using the language skills and cultural appreciation that they have acquired from our diverse and comprehensive IB Diploma Programme.

#### **Introduction**

##### **Gulliver Preparatory School**

With more than 50 countries represented, Gulliver's student population reflects the multiethnic character of the South Florida community. Approximately 43 percent of our student population comes from traditionally under-represented ethnic groups.

Students whose mother tongue is not English are eligible to enroll in classes at our academically supportive campus. The Upper School Miller Campus was established in 1996 to serve students who require a more individualized learning environment in grades 9-12. This campus provides a unique, supportive program of studies for students who benefit from smaller classes and alternative teaching strategies in order to be successful with Gulliver Preparatory School's college preparatory curriculum. Specialized courses in English, Spanish and Spanish for Heritage Speakers are offered.

With the exception of the entry-level courses, prerequisites are the prior language courses. Two consecutive years of the same world language must be taken to receive a Gulliver diploma; however, four years of study is strongly recommended.

##### **Gulliver Preparatory International Baccalaureate**

The IB Programme is open to all students based on prerequisites, standardized test scores and admissions review. Students who are not heritage English speakers are not refused admission.

## **Language of Instruction**

The language of instruction at Gulliver Preparatory is English. All subject areas, with the exception of Group 1 Language: A French and Spanish and Group 2: Language Acquisition, are taught in English. To support curriculum instruction for English language learning students, the course Inquiry and Critical Writing 1 & 2 has been implemented, which supports collaboration and professional development for both students and staff.

## **World Languages Offered**

The World Language Department offers the following courses: Chinese, French (for both Heritage and Non-Heritage speakers), Italian, Japanese, Portuguese and Spanish (for both Heritage and NonHeritage speakers). Our Middle School offers language courses in alignment with our High School language courses in Chinese, French and Spanish. The school's graduation requirement is two consecutive years of study in the same language; however, four years of study is strongly recommended.

The International Baccalaureate Diploma Programme offers English A: Literature HL; French A: Language and Literature SL and HL; Spanish A: Language and Literature SL and HL; French B: Language SL and HL; French ab initio; Mandarin Chinese SL; Mandarin Chinese ab initio; Spanish B: Language SL and HL; and Spanish ab initio. To be fully prepared for testing (except for ab initio), students are required to complete at least four years of instruction in the target language.

## **Language Development Support**

In order to support curriculum instruction for English language learning students as well as to further develop reading and writing skills for those students already proficient in English, Gulliver Preparatory School designed the course Inquiry and Critical Writing 1 and 2, which pairs by semester with Theory of Knowledge. This course is currently taught by an instructor who is certified by the State of Florida in Reading and ESE (Exceptional Student Education), and who is endorsed for ELL (English language learner) instruction. Staff is encouraged to work directly with this instructor as students are assessed upon entry to the IB Diploma Programme as to their individual language development, including both strengths and weaknesses. After being assessed, our “in-house” IB policy may include the following terms that are distributed to all staff:

*The following is a list of those students who qualify to take QUIZZES, TESTS and EXAMS on an extended-time basis. Students on this list can be given up to 50% additional time to complete their work. \*\*A translating dictionary (the dictionary must not contain notes of any kind) may be used.*

## **Rationale**

Schools and learning communities throughout the world are increasingly multilingual, which is directly attributable to increasing population mobility. Governments around the globe are not only recognizing the plurality of languages of their citizens, but are seeking to promote this phenomenon in ways that meet the demands of the 21st century. The shift in the way languages are viewed in the postmodern paradigm presents new opportunities for the IB to increase access to its Programme for a diverse group of students.

In order to accommodate and nurture the diversity of multilingual students within its Programmes, the IB offers a comprehensive range of resources and learning options in many languages across the continuum. Potentially, these provisions mean that IB students are able to become highly proficient, literate and knowledgeable multilinguals [implicitly and explicitly].

The IB Language Policy defines how the IB supports its linguistically diverse community of schools in ways that facilitate access to its Programmes and enhance the quality of teaching and learning, while ensuring accessibility to appropriate resources.

Diploma Programme students have varied and often complex language histories and consequent multilingual profiles. Many schools will have a population of students who are learning the language of instruction as a second language. As schools have a responsibility to ensure that all students reach their full potential, schools should provide for the language needs of such students so that these students can participate fully in the Programme. All (DP) teachers have a responsibility to address the language needs of their students in the language of instruction.

## **Curricular, Co-Curricular, Extra-Curricular and Extra-Curricular Support for Students**

The Inquiry and Critical Writing instructor is available to help staff implement instructional strategies used in the differentiation of instruction for students. All teachers make themselves available to provide one-on-one after school tutorial sessions in order to facilitate meeting the expectations demanded in classwork.

Multicultural field trips are taken throughout the year to introduce different languages and cultures to students, as well as to help students appreciate and acquire greater global awareness.

Our “in house” IB Service Club, Uniteen, works with global organizations in multiple languages so as to further support an appreciation for multiculturalism.

<b>Club</b>	<b>Activities</b>
<b>Asian Culture Club</b>	To introduce students to the culture, food, history, cinematography, literature, customs and languages of all countries of the Asian continent. To educate students about Asian cultures to reduce stereotypes and break barriers.
<b>Chinese Club</b>	To explore a new culture and expand students' horizons through the learning and exploration of the Chinese culture and language
<b>Children for Children</b>	To connect with children from around the world to foster cultural and religious commonalities and tolerance of diversities through open communication and guest speakers.
<b>Crossing Barriers</b>	Enrich students' lives by connecting with people all over the world and learning about different cultures and languages through international postcard exchanges
<b>French Club</b>	To promote intellectual stimulation of French culture and language, and provide motivating activities and opportunities for students to perfect their language skills
<b>French Honor Society</b>	Academic honor society of French classes
<b>Italian Honor Society</b>	Academic honor society of Italian classes
<b>Japanese Club</b>	To bring students together who share an interest in Japanese culture
<b>Japanese Honor Society</b>	Academic honor society of Japanese classes
<b>Model United Nations</b>	An international organization of students interested in global politics; students prepare for and compete in mock U.N. programs
<b>Operation Smile</b>	To provide funding for cleft palate surgery for children in impoverished areas in the world
<b>Portuguese Club</b>	Bringing students together who share an interest in Portuguese language and culture.
<b>Spanish Honor Society</b>	Academic honor society of Spanish classes
<b>Uniteen</b>	To make a difference in the lives of less fortunate teenagers in the global community, to provide scholarship money to disabled children and to raise awareness in teens of the needs of our global community
<b>World Cinema Club</b>	Promote understanding and goodwill among different cultures through films that are inspiring, challenging, and entertaining. With students and educators in mind, the films cover a wide array of topics, including global economy, immigration and exile, feminism, education, modern politics, and more

## **Mother Tongue Support**

Gulliver Preparatory acknowledges and supports IBO's philosophy pertaining to a student's mother tongue language. The IB Programme values each student's linguistic heritage and language profile and ensures that schools address mother tongue entitlement. The importance of mother tongue to identity, self-esteem, cognitive ability and, ultimately, academic success is well established and

reflected in the continuing growth of opportunities for students to study and use mother tongue in all three Programmes.

Gulliver Prep does not offer additional support for mother tongue languages not taught at the school, but the school does provide information, when available, to promote participation in the many cultural and language organizations offered in our region of Florida.

## **Language Policy Review**

It is the responsibility of the IB Diploma Programme Coordinator to ensure the success of the Language Policy review. This is a working document and will be examined annually through collaborative discussions and meetings that will be held and will include those faculty members, specialists, counselors and administrators who are involved in the procedures.

## **Acknowledgements**

*The IBO Handbook of Procedures for the Diploma Programme (2012)*

*Programme Standards and Practices (2005)*

*Candidates with Special Assessment Needs (2009),*

*The Diploma Programme: A Basis for Practice (2009)*

*The Diploma Programme: From Principles to Practice (2009)* and the IB Online Curriculum Centre online publications and resources *The IB Language Policy (2008)*

*PYP, MYP, DP Learning in a language other than the mother tongue in IB programmes (2008)*

*The Gulliver Family-Student Handbook*

*The Gulliver Faculty Handbook*

<http://www.gulliverschools.org>

This document also was created in collaboration by the IB Diploma Coordinator, teachers, staff, learning specialists and administrators.