



## **Memminger IB World School Language Policy- 2024-2025**

Language is the foundation of learning throughout the curriculum. The development of language allows people to form his or her own identity, explore their environment, solve problems and influence the thinking of others.

All students experience an enriched language program in which English is the primary language of instruction, and Spanish is taught as an additional language. At Memminger, we believe that language is enhanced through reading, writing, listening, speaking, and presenting.

We believe students learn best if they are provided with opportunities to:

- Reflect on their learning and self assess consistently.
- Construct meaning, establish relationships, communicate clear thoughts and feelings, and share ideas.
- Write, read, speak, listen, and view across the curriculum.
- Participate as active readers and writers.
- Utilize music, art and media to increase vocabulary and develop language.
- Reflect on language through comparisons with foreign languages.
- Access opportunities for common experiences and the communication of differences, and to develop an understanding of the world.

We believe students learn best when teachers...

- Present language through meaningful authentic contexts.
- Assist students in discovering language structures.
- Encourage students to reflect on language and develop language awareness (including but not limited to form and audience).
- Recognize and respect the different ways in which students express themselves, including mother tongue development.
- Provide students with a physical environment, which enriches their language development.
- Support the development of positive attitudes toward improving communication skills.
- Use a wide range of teaching strategies to teach language through a language program that includes listening, speaking, reading, and writing.
- Acknowledge differences in developmental stages, learning styles, and prior language experiences.

To facilitate language instruction teachers will...

- Empower students to construct meaning.
- Implement transdisciplinary units of study.
- Explicitly teach phonics using Open Court (K-5).
- Differentiate for students who need small group instruction.
- Engage students in cooperative discussions.
- Implement writing support programs, such as Lucy Calkins' "Units of Study" and 4 Square writing.
- Model effective reading, speaking, writing, viewing, and listening skills
- Provide students opportunities to create projects and make presentations.
- Provide students opportunities to research.
- Express their feelings and opinions and encourage others to do the same.
- Express needs, feeling, ideas, and opinions using the acquisition of learning a foreign language
- Encourage parental involvement
- Publish student work

### **Mother Tongue Support**

The students at Memminger Elementary School are predominantly English-speaking in their homes. Less than 5 percent of the student population has a mother tongue other than English (Spanish, French, Gullah/French Creole, Hindu, Mandarin German, and English). Nonetheless, Memminger provides support for those students in the following ways:

- English as a Second Language (ESOL) Program: A part-time ESOL teacher supports students through pull-out small group instruction
- Library Resources: The school library is limited in resources for languages. Currently, Spanish and English are the languages represented in our school library. Teachers refer parents to the local Charleston County Public Library Branch. This library has resources in a variety of languages.

### **Learning a Second Language**

Memminger Elementary provides second-language instruction to all students' in Spanish beginning in Pre-kindergarten. Students remain on their language track until they graduate in Fifth grade. Through language instruction, all students acquire an acceptable standard of proficiency in the skills of listening, speaking, reading, and writing basic Spanish. Cultural awareness and understanding play a fundamental part in each lesson. As the grade levels progress the vocabulary becomes increasingly sophisticated, and students are able to produce their own language within a limited scope. All students will have the knowledge of and the ability to use two languages, but not all of them to the same extent.

The acquisition of language must be seen as a continuum along which each individual student progresses at his/her own speed.

Language instruction is guided by the South Carolina World Language standards.

### **Language Development and the Student Profile**

*In line with the PYP, language provides a vehicle for inquiry and conceptual understanding. The language program at Memminger Elementary not only helps students gain an instrumental means of communication, it helps them develop the cognitive, emotional, and attitudinal skills which promote a well-balanced and holistic education. We strive for students to develop the knowledge, skills, and attitudes that will enable them to be:*

**Inquirer:** They use language to acquire information and to make sense of the world around them.

**Thinker:** They are able to express their thoughts and ideas clearly and succinctly.

**Communicator:** They are competent users of oral and written language in a variety of situations. They listen attentively and pay attention to detail. They speak confidently and clearly. They read fluently with good comprehension. They write clearly, concisely, accurately and in a style appropriate for the purpose.

**Risk taker:** They are willing to attempt to read, write or speak in situations where they may not feel totally confident.

**Knowledgeable:** They have acquired the vocabulary and understanding to discuss literacy styles.

**Principled:** They are aware that language is powerful and that it can have a profound effect, thus it must be used responsibly

**Caring:** They show caring in their use of language and are aware of how the use of language can affect others.

**Open-minded:** They respect differences and similarities between languages, dialects, and personal communication skills.

**Well-balanced:** They can express themselves orally as well as in writing and find a balance between listening and speaking in communicating with others.

**Reflective:** They reflect on their language usage and development and consciously work at improving their language proficiency. We believe that through an exploration of language, students become independent thinkers, responsible world citizens and excellent communicators in a multilingual world. In practice, all teachers are language teachers. Therefore, Memminger's teaching and learning is driven by the idea that through language instruction students develop intercultural awareness and new perspectives. At Memminger, students enter a culture of curiosity where there is an appreciation of the richness of the world's diversity.