

LYCÉE INTERNATIONAL DE LONDRES WINSTON CHURCHILL

(The “School”)

Policy #31: School Wide Language Policy

Our Mission

Through a rigorous, bilingual programme and innovative methods, we educate students to become responsible, creative, and principled global citizens. We teach them to think critically and act ethically, to form and express their own opinions and respect those of others, to define their own life goals, and to make sense of and embrace change.

Our values are: Excellence, Creativity, Integrity, Awareness and Community.

In support of these aims and values we are committed to ensuring the following:

Introduction

we are committed to treating all our students with respect and dignity.

LANGUAGE POLICY PHILOSOPHY STATEMENT:

Our school provides all students with the opportunity to become fluent in at least two languages: English and French. The Lycée International de Londres Winston Churchill School Wide Language Policy is intended to provide an overview and guiding principles for language learning school wide which permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a philosophy which our entire community believes in and is committed to implementing.

French and English are the languages of the official communication of the school.

GUIDING STATEMENTS:

- **We believe that all languages and cultures are equal.** By embracing other languages and cultures, students develop a sense of respect and knowledge about the world and their place in it. Students are encouraged to continue developing their mother tongue proficiency and activities are provided in the after school programme to aid this.
- **Multiculturalism is celebrated as a core value for educating students as global citizens.** As the world becomes more interconnected we encourage students to embrace their place in the global community while ensuring that children maintain a connection to their original culture and develop a strong sense of identity. Learning a language is an effective way of developing understanding of the variety of cultures and opinions that surround us.
- **We believe that every teacher is a language teacher.** Languages are not only learnt during the language lessons but students are constantly improving their language skills in every subject. Language is intertwined into all areas of the school curriculum. Students learn subject specific language, concepts and skills in every subject that enhance the learning of other languages.
- **Knowledge of a language impacts the acquisition of subject materials taught in that language.** With a different language comes different concepts and a different way of understanding the world. We believe it is important that the students develop an awareness to think beyond different linguistic and cultural perspectives. Learners who have literacy skills in their mother tongue are able to transfer some of these skills and understandings when learning other subjects.
- **We believe the immersion approach to be the most effective way of acquiring language.** Almost all of our teachers are native speakers and encourage students to engage with language outside of the school. This is supported by language trips to facilitate students' interaction with language in a real world context. This holistic approach fosters autonomy and builds confidence so that learners are better able to interact with the world around them. Because language is used in context, it is logical that it should be learned in context: this is the core of our beliefs and values.
- **Language is more than knowing words:** Mastering a language and the culture it carries is required in order to think with precision, nuances and complexity. It increases self-worth and opens the door to enriched communication.

SCHOOL'S LANGUAGE PROFILE:

Range and Types of Mother Tongue in the Community

It is a point of pride that the Lycée International de Londres provides an international, multilingual education that is open to the world. Our families and staff represent a multiplicity of nationalities who are native speakers of languages from all around the globe.

Both French and English are equally used as languages of communication throughout the school. The After School Programme activities are offered in French and/or English.

Languages of Teaching and Learning

- Primary School

Lycée International de Londres respects the contents of the programs of the French Ministry of Education while providing students with an open, bilingual environment on British culture and society enabling them to achieve fluency in French and English. EYFS and Primary students are taught every subject in both languages, either simultaneously in the Early Years, or alternatively from Y1 to Y6. In Primary, the curriculum is delivered in half days in each language. Each teacher teaches in his mother tongue, thus sharing with students his own educational culture.

- Lower Secondary

The Lower Secondary School offers two programmes: the **Bac Français Bilingue** programme and the **English International programme (EIP)**.

From Years 7 to 11, our students will continue to train their minds to think in two languages from literature to science, and from maths to arts, acquiring a fluency not only in the use of the languages but also in the understanding of different approaches to problem solving, and the influence of different cultures on the way we think. We initiate the formal study of a third modern language in Year 7. Students will choose one of three languages: Spanish, Mandarin or German which represent around 10% of the curriculum.

In the Bac Français Bilingue, we offer a bilingual model with around 60% of the program delivered in French and Humanities, STEAM and PE taught in English. Students have access to additional classes delivered in English during the Discovery hours.

In addition, we introduce a third language in Year 7. Students are free to choose from German, Mandarin and Spanish and must commit to that language for the remainder of their Secondary School years. Language classes are often streamed (depending on student enrollment). For students that join our school after Year 7 there is a written assessment and an oral interview before they are placed in the third language group of their choice.

Latin is offered from Year 8 and provides a great understanding of the roots of other languages. Ancient Greek is offered from Year 10 onwards.

In the English International Programme, we offer a bilingual model with around 70% of the programme delivered in English and 30% in French. Students have access to additional classes delivered in French during the Opening Minds hours. Students are offered the opportunity to study a third language (German, Mandarin or Spanish). These 'LV2' are integrated with the French track students. Additional support for French Acquisition students might be available, depending on demand. The EIP is conceived to prepare students for the International Baccalaureate Diploma Programme which the Lycée International de Londres has been authorised to teach since April 2019.

Students in EIP Years 10 and 11 prepare for the Cambridge IGCSE exams in English Language, English Literature, French, Maths, History and Geography. They may also take an additional IGCSE in their third language.

- Upper Secondary

Currently the Upper Secondary School delivers the French National Curriculum, the English International Programme (Y11) and the International Baccalaureate Diploma Programme.

Students pursuing the Bac Français continue the study of the third language chosen in Lower Secondary School. In addition, they also have the opportunity to study other languages through CNED (as an LV2 or LV3) and can opt to study Latin or Ancient Greek.

French programme students also have the opportunity to follow the Bac Français International (BFI) which offers a challenging curriculum regulated by the French Ministry of Education in Paris which offers a rigorous study of English literature and civilisation, as well as History and Geography taught bilingually.

Within the IB Diploma Programme students are required to study a minimum of two languages, with at least one of them chosen from the Language and Literature group (Group 1) and a second from the Language Acquisition group (Group 2). However, students could pursue two languages from the Language and Literature group in order to receive a bilingual diploma. Furthermore, these languages can be studied at a Standard or Higher Level allowing for further depth in the HL option. The school currently offers English Language and Literature in Group 1 and French (B) Acquisition or French Language and Literature as the Group 2 choices. The unique bilingual setting of our school means that English and French are required to be studied. Spanish is available as a Group 6 choice and the school can consider

German Acquisition and Mandarin Acquisition depending on demand. Students in the French Track have the option to pursue an additional ‘course’ in IBDP , such as English Language and Literature and Spanish Acquisition.

Provided there is an IB* examination available, students could pursue a mother-tongue language different from English or French as part of Group 6. This would be a self-study option for which the school would offer support.

CURRENT PRACTICES:

Expectations about Language Teaching and Learning

Content:

The primary and secondary French programmes follow the official curriculum of the French Ministry of Education. The EIP curriculum is inspired by the French curriculum and IB philosophy and follows a concept and inquiry-based approach to teaching and learning.

Language courses

Across the school teachers in all year groups work closely together to understand the students’ linguistic profiles, determine their needs and choose engaging curriculum themes and ideas. Language and Literature courses are offered in English and French. The syllabus for language acquisition courses is structured around the competencies outlined in the Common European Framework of Reference for Languages (CEFR). Language courses are streamed and students are assessed in order to be placed in groups meeting the needs according to their level. As the academic year progresses, the student levels could develop at different speeds and students may be able to move to a different group in order to better reach their full potential.

All language teachers contribute to the development of language skills in meaningful learning contexts outside the language classes.

Other courses

We have high expectations for all of our students to be academically proficient in at least two languages. This implies the correct use of spelling, grammar and syntax as appropriate to the student's level. Specific language skills are emphasised in all subjects. Every subject teacher contributes to the language development of students. As part of their role, subject teachers have a special responsibility to ensure that students understand and can effectively use terminology and language conventions related to their subject area.

The collaboration between language teachers and subject teachers can help develop a wider, more diverse understanding of the topics studied, in turn enhancing student learning.

Pedagogy:

Differentiation

A variety of techniques are used in order to assure that all students can learn. Language is sometimes presented using the inductive method, which allows the student to discover the rules by themselves, or explained in the traditional way by the teacher or a classmate. A strong focus is placed on communication and what the students can do with the language in addition to form and structure.

Collaboration

Students collaborate in multiple ways: peer teaching and editing, group presentations, role-playing, open class discussions and group project work. Students and teachers collaborate in various ways to ensure the curriculum is accessible, challenging and relevant for all students. Teachers collaborate within and across departments to make content more relevant and to adopt best teaching and learning practices.

Visual aids

Visual aids can help successfully construct understanding. Some classrooms have posters with common vocabulary, conjugations, term explanations and graphic organisers. Some are provided by the teacher; others are created by the students themselves.

Expectations about language use in and around school

Although French and English are the official languages of communication of the school, we encourage the use of a variety of languages outside the academic environment as much as possible. Students are expected to use only the target

language or the language of instruction of the class in the classroom. Communication with the teacher outside the classroom (oral or in writing) should also take place in the language of instruction to the extent that is possible. Any use of a language other than the language of instruction in a classroom setting should be done in a way that cannot be interpreted to favour or exclude any student or group of students.

The school supports the acquisition of languages beyond the classroom and outside the strictly academic environment. To this end, there are a number of activities organised to promote the use of languages and cultural awareness in a variety of other contexts.

- *Linguistic trips* (e.g. to Spain, Germany, China, ...) to attend language lessons and practice the language in context
- *Cultural overnight trips* (e.g. trip to Sicily focused on improving the acquisition of Latin and Greek by visiting archaeological sites or trip to Guadeloupe with a focus on the francophone literature and meeting French speaking students from overseas territories.)
- *Student exchanges* (e.g. long term exchanges with schools abroad (ADN AEFÉ) or short term exchanges such as weekends in Paris for those students taking the Option Theatre in the French programme.
- *Local field trips* (e.g. to Chinatown, Imperial War Museum, the opera, movies or the Globe Theatre using local resources to learn language in context.

The school offers a wide array of its signature Discovery classes in various languages. These classes constitute an integral part of the school's programmes and are designed to expand cultural awareness as well as intellectual curiosity. They include folkloric dances, culinary art, epigraphy, calligraphy, drama, movie production, etc.

Making Language accessible to all

Students are counseled by teachers and administration about their language choices. They are encouraged to pursue courses that will challenge them and improve their ability to communicate creatively and confidently.

For students following courses taught in a language that is not their mother-tongue, at all times teachers should: "explicitly activate students' prior understanding, using the mother tongue and other languages when appropriate; use their knowledge of students' prior understanding in all languages to

differentiate tasks and activities that will build up the further background knowledge necessary for new learning to occur; record information in student language profiles and maps that will support planning for future differentiation; consider the time and strategies necessary for activating and building up background knowledge when planning a unit of work or lesson.” (*Language and Learning in the IB Programmes, IBO, September 2011*)

The school offers EAL and French as an Additional Language sessions for students who need additional support to access the curriculum.

Paper and/or digital dictionaries and thesauruses are available in the library and on mobile devices for students to use.

Staff are encouraged to be lifelong language learners and to get familiar or progress with the two working languages of LIL. As part of its employment benefits, the school offers French and English lessons free of charge to all our staff members.

Development of Mother Tongue at LIL

We believe that maintaining and developing mother tongue proficiency is crucial to language and identity development. To this end:

Students who are mother tongue speakers of languages not taught at the school are encouraged to follow an external program of study through CNED in order to develop their skills in these languages. When available, students are supported by a teacher who also speaks the language of study.

In the IBDP* programme students could pursue a mother-tongue language different from English or French as part of Group 6. This would be a self-study Literature option for which the school would offer support. In the Bac Français Bilingue programme, students may elect a mother-tongue language, as self-study, from a list of over 70 officially authorised languages as part of their final examination in the national diploma.

The library hosts a wealth of books and magazines, in print and digital, in a variety of languages that represent the linguistic diversity of our school community.

There is a provision to offer mother tongue courses as part of the After School Programme depending on demand.

University entrance and language requirements

From Year 10 students can start preparing for IGCSEs in English or English Language and Literature and can sit exams starting in Year 11 allowing them to obtain a qualification in English that may be recognised by British universities as proof of English proficiency.

The school offers IELTS preparation sessions in Years 12 and 13 to help students meet university entrance requirements.

The IB* considers “it reasonable that students who have completed any of the [Language and Literature and Language Acquisition] courses (apart from the ab initio) should not be required to take TOEFL, IELTS or other language proficiency assessments as part of the admissions procedures to [an] institution.” (*Statement to Higher Education Institutions Requiring TOEFL, IELTS or CEFR equivalency of International Baccalaureate Diploma* and Diploma Course Students, March 2016*)

Before applying to Higher Education Institutions students should always refer to the language requirements of these institutions.

ADDENDUM

Formulation of this Language Policy

- Invitation to all teachers to become part of the IBDP committee and to help write this policy went out on 4 March 2018. 15 teachers from across disciplines and school sections joined the committee.
- Committee members had access to and familiarised themselves with IB Documents relevant to the writing of this policy via a Google Classroom created for this purpose. The following documents were discussed: *Learning in a Language other than Mother Tongue in the IB Programmes*, *Language and Learning in the IB Programmes**.
- Committee members gathered on 8 May 2018 during in-service day to work on the first draft of this policy.
- Some committee members gathered again on 6 July 2018 during in-service day to continue discussions around language teaching and learning at LIL and to refine the policy.
- Additional meetings were held in September 2018 to finalise the policy

Next steps

Presentation of this School Wide Language Policy during a Share and Tell meeting in October 2018

Publication of the policy on our school portal in October 2018

Lycee Churchill used the following resources which inspired this policy:

1. *French American International School Language Policy*
2. *International School of London in Surrey Language Policy*
3. *International School of Utrecht Language Policy*
4. *Language and Learning in the IB* Programmes - IBO - September 2011*
5. *Statement to Higher Education Institutions Requiring TOEFL, IELTS or CEFR equivalency of International Baccalaureate Diploma* and Diploma Course Students, March 2016*

Policy approved in October 2018

Policy reviewed in:

- April 2023
- February 2019

* Lycée International de Londres Winston Churchill is an IB World School delivering the International Baccalaureate (IB) Diploma Programme. IB World Schools share a common philosophy - a commitment to high-quality, challenging, international education- that we believe is important to our students. For further information about the IB and its programmes, visit www.ibo.org. Only schools authorised by the IB Organisation can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP).