

## LANGUAGE POLICY

### 1 INTRODUCTION

École Jeannine Manuel (“the School”) is an independent co-educational school for pre-K-12 students with campuses in Paris and in Lille. The School is consubstantially a bilingual French school and an international school. As a French school, it is accredited and subsidized by the Ministry of Education. As an international school, it is a UNESCO “associated” school, and an IB World School also accredited by the New England Association of Schools and Colleges (NEASC) and by the Council of International Schools (CIS).

The School’s mission statement is: **To promote international understanding through the bilingual education of a multicultural community of students, and to foster pedagogical innovation by exploring best practices in an ever-changing global environment.**

### 2 PHILOSOPHY

Since its founding in 1954, the vision expressed in this mission statement was inspired by Jeannine Manuel’s conviction that “The more one understands, the less one fears” and “learning a foreign language is, by itself, important; it is also a means to better understand others, to be able to think like them—it provides access to the world.” These ideas continue to shape the culture of our School and guide its language philosophy.

The bilingual (French | English) education of our students permeates all aspects of the School’s ethos and curriculum.

Bilingualism at École Jeannine Manuel has a specific meaning in terms of language skills: it is the ability to express oneself, orally or in writing, with native ease and compelling effectiveness.

This focus on two core languages and the multicultural capital they express entails the centrality of language to learning. Since many subjects, including experimental sciences, social science, history and geography are taught in both languages in primary and in middle school, teachers are all, in practice, language teachers. Beyond the language of instruction, they bring to their practice the diversity of cultural backgrounds and cultural perspectives that enrich each student’s learning experience.

The School is also committed to open an early window on a non-western civilization through Chinese (Mandarin) instruction beginning in CE2 (Third grade | Year 4) for all students. In *sixième* (Sixth grade | Year 7), students may choose to continue Chinese instruction or begin to study Latin instead.

The School values the unique language, culture and skills that each student brings. We therefore embrace the development of other mother tongues and, beginning in *cinquième* (Seventh grade | Year 8), the acquisition of additional languages. The corresponding language skills are empowering tools to becoming open-minded and reflective citizens of the world. Where the School cannot offer at-school language instruction, it supports such instruction, and is committed to coordinate students’ progress with third-party instructors as needed.

Students are encouraged by the School to validate their language acquisition through external language examinations offered or sponsored by the cultural institutes of the countries where these languages are official national languages. IGCSE, DELE, PLIDA, GOETHE, DELF and HSK are the most frequently pursued examinations, all of which (except the Mandarin HSK) are calibrated by the Common European Framework of Reference for Languages (CEFR).

The school is an exam centre for several of these examinations.

As an international and UNESCO ASPnet school, we are committed to welcoming families in transition. Our Admissions Policy provides that we strive to reserve space for international applicants (e.g. university faculty on sabbatical, visiting scholars or research fellows) whose families expect to remain in France for a limited period of time and wish to combine a cultural immersion in a bilingual education with the ability to re-enter their own school systems and excel.

### 3 SCHOOL LANGUAGE PROFILE

A diverse, multicultural student body is essential to the pursuit of the School's mission.

Our School welcomes students from over 70 nations. Among the students who enrolled in Paris over the past three years, approximately 30% have two French parents, 40% come from bi-national families including a French parent, and 30% have no French family background. In Lille, there are more French families, but still, over 45 nations are represented.

From a language standpoint, over 80% of these students come to the school with a native or near-native command of French and approximately 40% enrol with a native or near-native command of English. Intersecting these two groups, almost one third of our students are dual-native speakers. Less than 3% of students have joined the school with no English and no French.

Although we are an academically selective school, we do not discriminate entry in terms of a student's command of French or of English up to and including *sixième* (Sixth grade | Year 7). Beginning in *cinquième* (Seventh grade | Year 8), a decent command of English is required since both Upper School tracks (French baccalaureate and the International Baccalaureate Diploma Programme – IBDP) demand a strong mastery of English.

Students with no French are welcome at all stages.

### 4 LANGUAGE SUPPORT IN FRENCH OR IN ENGLISH

The students' language histories are collected during the admissions process and differentiated instruction is put in place to support students whose command of French or English requires it.

Shaped by over more than sixty years of bilingual education experience, the pursuit of bilingualism is pursued through a two-pronged strategy: immersion and specific differentiated language instruction. Immersion enables students to learn in the language of instruction in mixed ability groups and differentiated structured language instruction provides the necessary support to more homogeneous, smaller groups of students who have not yet reached the level of fluency we expect them to achieve.

Beginners in either language of instruction (French or English) take part in the School's Adaptation programme where they benefit from additional language instruction.

## 5 DP LANGUAGES AND LANGUAGES OF INSTRUCTION

The School offers a full range of Group 1 courses in French and in English: Literature and Language and Literature at both SL and HL. French B, English B, Chinese B and Spanish B are offered in Group 2, usually at both SL and HL.

English is the language of instruction for almost all other subjects, with the exception of Economics (SL and HL) and TOK in Paris and Visual Arts (SL and HL) in Lille, taught in French.

## 6 LANGUAGE POLICY AND IB STANDARDS

The development of this policy has been informed by the aims of the IB learner profile, particularly with respect to helping shape inquiring, open-minded, caring thinkers and communicators. It has also been informed by the six pedagogical approaches to teaching the five ATL skills, as well as by the following IB standards.

**Standard A7: The school places importance on language learning, including mother tongue, host country language and other languages.**

**Language of instruction to promote mother tongue, second language and the host country's language**

**Standard B2.6: The library/multimedia/resources play a central role in the implementation of the DP programme.**

The School has broad library resources and the Lille campus has a fully integrated online access to the Paris hub, including a well-developed section for IB-specific material. The three Paris-based librarians and the Lille-based librarian who support our students are all bilingual.

**Standard B2.11: The school utilizes the resources and expertise of the community to enhance learning within the DP programme.**

The following are examples of community language and cultural initiatives of the School:

- The American Library of Paris
- The Globe Theatre in London
- Several major museums in Paris and in Lille
- Partnerships with theaters in Paris and in Lille
- Expertise from a bilingual staff, notably in the library
- B2.2: Expertise of teachers from other schools (e.g. Russian, Hungarian, Korean)
- Le Bilingue, a student-produced bilingual, multicultural and internationally-minded magazine
- Community experts and guest speakers who regularly come to the School to speak about current events, social, economic or literary themes
- Language and cultural trips and exchanges to various countries, including France, Spain, Italy, and China where we have six prestigious partner schools

**Standards C1.8, C3.7, C3.8:**

Monthly department meetings, termly *conseil de classe* meetings and ad-hoc meetings with the DP Coordinator and Head of IB give teachers an opportunity to discuss the language needs

of each student and suggest possible strategies. Strategies might include peer-tutoring, support in the target language, an immersive experience abroad.

In the context of the School's culture, ethos and ambitious bilingual goals, non-language teachers are aware that they play a significant role in students' language development. They provide subject-specific feedback as well as comments on writing style, syntax, grammar, and word choice.

## **7 POLICY REVIEW**

This policy will be reviewed annually by the Board of Trustees and the Head of School after consultation with the DP senior leadership team, teachers, parents and students.

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