

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, and a sister school in London. The School is both 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). IB World Schools share a common philosophy – a commitment to high-quality, challenging, international education – that we believe is important for our pupils.

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 the founding of our school 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 and understand, 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. They provide subject-specific feedback as well as comments on writing style, syntax, grammar, and word choice. As such and in line with the Assessment Policy, formative language assessment occurs in all courses. 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 opening an early window on a non-European language 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 home languages and, beginning in *cinquième*

(Seventh grade | Year 8), the acquisition of additional languages: Spanish, German or Italian. The corresponding language skills are empowering tools for becoming caring and reflective learners and citizens of the world with an internationally-minded approach.

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 YCT are the most frequently pursued examinations, all of which (except the Mandarin YCT and IGCSE) 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. As stated in our Admissions Policy, 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 80 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 join the school with no English and no French

Although we are an academically selective school, and in line with the Admissions Policy, admission may be granted regardless of a student's command of French or of English up to and including *CE2* (Third Grade | Year 4). Beginning in *CMI* (Fourth Grade | Year 5), a strong command of English is required for our bilingual program. Older candidates for Admission will also need to show a strong command of English since both Upper School tracks (French baccalaureate and the International Baccalaureate Diploma Programme – IBDP) demand a strong mastery of English.

Students with no French, however, may be offered admission in all year groups up to and including 10th grade (pre-IB track).

4 APPROACH TO LANGUAGE

Language teachers at the school are native speakers of the language they teach and use authentic support materials in their lessons. Methods used in the classroom encourage independent and active learning. In *4ème* and *3ème* (Eighth and Ninth grade | Years 9 and 10)

Reviewed March 2022

by Focus group including teachers, Head of IB and Head of School

Linked policies: Assessment Policy, Admissions, School Rules (*Règlement intérieur*)

History lessons, the students explore historical concepts in both French and English, allowing them to appreciate the multiple perspectives involved in the subject.

Monthly department meetings, termly *conseil de classe* meetings and ad-hoc meetings with the DP Coordinator/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, or an immersive experience abroad.

Outside of lessons, the school supports language learners in a variety of ways: this might include peer-tutoring, Office Hours, allowing the use of a dictionary in exams or even extra time for EAL students. 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 appropriate.

School and student-led clubs and activities further support students in language and cultural immersion. These include but are not limited to the Spanish club, the Latin Club, the Chinese Club, student-run tutoring clubs offering courses in the students' native tongues (Russian and Korean, for example). Other activities such as Debate, Theater and Poetry by Heart provide interactive support for language learning through activities which are not explicitly focused on language.

The Parents' association also plays a significant role in supporting the various language profiles at the school. There are cultural groups representing language speakers of Spanish, Chinese, German, Russian, Korean, Japanese and Greek. There are also French adaptation and conversation groups, who support new families arriving in France with language learning and other services to help families adjust to life in France.

5 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, as outlined in the Admissions Policy.

The pursuit of bilingualism is carried out through a two-pronged approach, which has been developed at the school for nearly seventy years: 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 French take part in the School's Adaptation programme where they benefit from additional language instruction and support in their lessons taught in French. Teachers welcoming Adaptation students may benefit from in-house training and will receive student language profiles to best adapt their teaching. Differentiated English classes are available to support different levels of English proficiency in the primary school up to and including CE2 (Third Grade | Year 4).

6 IB DP LANGUAGES, LANGUAGES OF INSTRUCTION AND IB STANDARDS

This language policy reflects the aims of the IB learner profile, particularly with respect to helping shape inquiring, open-minded, caring thinkers and communicators; it also takes into account the standard described in Culture 4.1 from Program Standards and Practices: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100). Specifically, the school seeks to meet the following standards:

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

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. Although the IB DP's main language of instruction at school is English, we support multilingualism by offering different levels of French and encouraging the vast majority of our students to pursue a Bilingual or Advanced Bilingual Diploma. Economics is offered in French which allows French language learners to also pursue a Bilingual IB Diploma, with our Economics teachers supporting the students with additional language learning. The school offers French B, English B, Chinese B and Spanish B in Group 2, usually at both SL and HL, to allow students to explore additional language options. Students who are passionate about languages are therefore able to follow three languages in the IB DP. The school also supports and encourages student-led initiatives around the learning of language and culture. This is a way for students to develop and share their language with others.

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

The School uses a variety of physical and virtual resources used to facilitate language development. The School has broad library resources in numerous languages 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.

The School also recognizes and utilizes community resources to support language learning and development in the IB DP. The following are examples of community language and cultural initiatives:

- 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,
- [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,

Reviewed March 2022

by Focus group including teachers, Head of IB and Head of School

Linked policies: Assessment Policy, Admissions, School Rules (*Règlement intérieur*)

Spain, Italy, and China where we have several excellent partner schools.

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

The rights and responsibilities of all members of the community and examples of good practice are outlined in Section 2 Philosophy, Section 4 Approach to Language and Section 5 Language Support in French or in English.

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.