



THE CODRINGTON SCHOOL
THE INTERNATIONAL SCHOOL OF BARBADOS

Language Policy

Philosophy

The Codrington School, like the IB, feels that language is the key, and the foundation, to all learning. As such all teachers at The Codrington School are language teachers and all students are language learners.

Through language, our students acquire the ability to think and to learn, to develop social skills and values, and to acquire knowledge. It allows us to connect to one another, seek solutions to problems, resolve differences, and cooperate towards building a better community. Language makes it possible for us to inquire, laugh, share and truly maximize our learning experiences through life.

Guiding principles

At The Codrington School our approach to language is guided by the following:

- ✚ a belief that language development forms the foundation for all learning and education;
- ✚ that all teachers are language teachers;
- ✚ that well-developed language skills are essential to open, honest, and clear communication;
- ✚ that a person's mother tongue is a direct link to that person's culture, heritage, and identity;
- ✚ that multilingualism is a critical component of success in the world that we live in;
- ✚ that language helps forge social relationships and cope with the practical expectations of life.

School Language profile

The language of instruction at The Codrington School is English (Language A). Students are offered Spanish and/or French as an additional language (Language B). An MFL working party was established in November 2007 to address application of languages at Codrington. Interestingly, the options of languages offered was discussed and decided to be a very suitable choice for this school for the following reasons:

- ✚ students new to Codrington who join at various points during the school year have usually been exposed to either of these languages;
- ✚ Spanish is part of the Barbados curriculum;
- ✚ Barbados is in closer proximity to Spanish and French speaking countries than any other and, as such, there is constant talk to merge these islands further politically, socially, economically, etc.;

- ✚ exchanges would be possible between local Spanish and French speaking islands;
- ✚ there are Spanish and French radio stations available in Barbados;
- ✚ there is more chance of being able to hire a local Spanish or French teacher than for any other language;
- ✚ Barbados offers close affiliations with the Venezuelan Institute and Port of Spain, opening opportunities for both Spanish and French exchange or activities;
- ✚ Barbados hosts a French cultural center, The French Alliance, that offers language and conversation courses, and organises French cultural events.

Currently, Spanish tuition begins in the PYP and continues through the MYP and into DP. French begins in the MYP and continues through to the DP

	English	Spanish	French
PYP	Language A	Language B	
MYP	Language A	Language B	Language B
DP	English A HL English A SL	Spanish Ab Initio SL Spanish B HL Spanish B SL Spanish A (self-taught)	French B HL French B SL

English is the language of communication used in the school and generally outside the classroom, but we also encourage students who are learning in a language other than the mother tongue to use their mother-tongue language freely. It is not uncommon to hear teachers and students reverting to mother-tongue in subjects, or chatting informally together in a language other than English.

English is the school's language of instruction. It is also the school's working language, and is used for governance, administration and management, collaborative planning, instruction, and enrichment.

Language A and B in Codrington

In the Primary Years Programme (PYP), all students have the opportunity to learn more than one language from at least the age of 6. Middle Years Programme (MYP) language B (additional language) builds on experiences in language learning that the students have

gained during their early years, or may be taught from a beginner level. Students wishing to continue on to the Diploma programme (DP) will have a grounding in at least one language B, and will have developed an inquiring, reflective approach to language learning.

PYP requirements

Students are introduced to a second language (Spanish) through songs as soon as the early years of PYP2 and 3. Students will begin to study a second language (Spanish) at age 6 (PYP4), where they will receive one 40-minute session per week. They will then receive two 50-minute sessions per week in PYP5 and 6 and three 40-minute sessions in PYP7-8. The length and frequency for these lessons may vary due to timetable and staff constraints.

MYP Requirements

Students will study two languages: Language A (English) and Language B (Spanish or French). Students receive four 55-minute lessons per week in language A and four 55-minute lessons per week in each additional language B studied (Spanish or French). Skills necessary to reach the final objectives are developed over the course of the programme.

All students will receive instruction in Language A (English), which is the school's language of instruction. The course will be taught as a combination of language and literature, where the aspects of language use are taught through the use of literature in English, both originally written in English and literature in translation. The school recognizes that even within the community of students for whom English is the mother tongue, there are different varieties of English represented. The Language A will be standardized to reflect the British academic standard, but varieties of English will be recognized and encouraged, where appropriate.

From September 2012, the language B subject group is organised into 6 phases. The phases represent a developmental continuum of additional language learning.

(cf MYP language B proficiency table for detailed information about each phase - *MYP language B guide for use from September 2012 – page 9*)

Depending on their prior additional language learning experiences, students may start their MYP language B course in any phase on the continuum. However, students with no prior knowledge of the language B they wish to study in the MYP should start in Phase 1. The language B teachers are in the best position to decide which phase a student will complete for his or her final assessment to satisfactorily complete the MYP course. The language B teachers will conduct interviews with the new students joining the MYP to decide what phase will be the best fit for that student.

Please note that the phases are not organised into age groups or MYP year. It is common

practice, and acceptable, to group beginner students in a phase 1 and 2 class together, intermediate students in a phase 2 and 3 class together or a phase 3 and 4 class together. Proficient students could be grouped in a phase 4 and 5 class together or a phase 5 and 6 class together. This will also depend on whether the students are beginners in the language B when they start the MYP. Students of French will start from phase 1 but students with previous experience of Spanish in the PYP may start from phase 2 or above.

Diploma Requirements

Students will study at least two languages. Every student must take at least one subject from group 1 and one subject from group 2, unless they take 2 subjects in group 1

In Group 1 we offer Language A English: study of language and literature at higher and standard level. Additionally, we offer Language A: literature school supported self-taught language in Spanish for students who are proficient in both English and Spanish or for students whose first language is not English. The self-taught language A: literature is offered at standard level only.

In Group 2 (language acquisition) students can choose a second (and third) language. It consists of three language courses accommodating the different levels of proficiency the students have when they begin.

Language *ab initio* courses are for beginners, (students with no previous experience of learning the language), and is available in Spanish and at standard level only.

Language B standard level is for students who have had some previous experience of learning the language-

Language B higher level is for students who have a high level of competence in the language they have chosen. The course includes the study of both language and literature.

Both language B standard level and language B higher level are offered in French and Spanish.

Bilingual diploma:

A student can obtain a bilingual diploma by taking 2 group 1 courses.

Mother Tongue

The school recognises that mother-tongue development is important in students' cognitive development, and general performance.

The school aims to enable students to retain a positive attitude towards their mother tongue by showing acceptance of cultural identity, and encourages students to continue developing their own knowledge and fluency in their mother tongue.

The school will recognise various mother-tongue languages by displaying the languages spoken by the student population, and in turn ensuring languages and cultural backgrounds are known and used as beneficial resources throughout school life and curriculum teaching.

The school will nominate mother-tongue teachers (or students where possible) to buddy-up with new students in the initial settling in process. These teachers will act as a resource for students, parents and teachers to allow the student to be as knowledgeable and confident as possible about their new surroundings and routine.

The school will work closely with families to support and advise assistance for language needs faced by students leaning in a different language to the mother tongue.

Students will be encouraged to demonstrate their mother tongue in school events such as concerts and assemblies, and to establish enrichment groups where they can teach their peers mother-tongue languages. Older students could be involved in parent/teacher conferences, school meetings or admissions activities translating for new families.

The library committee recognizes the need to provide literature, both fiction and non-fiction, for non-English speakers, and this area will continue to be developed with the help and support of our international parent body.

Intercultural awareness and cultural identity

The school will use language to promote the fundamental concepts of the MYP: holistic learning, intercultural awareness and communication.

The school recognises that language is key to exploring and sustaining cultural identity, and that mother tongue and any other languages used in constructing meaning are intimately connected to a person's relationship with the world, and how they come to feel about that world.

The school aims to promote self-esteem through additive bilingualism (where another language and culture does not replace that of the mother tongue) and will do this by incorporating and celebrating cultural diversity in the school.

The school will use its language programmes to encourage the qualities, attitudes and characteristics identified in the IB learner profile, which promotes responsible citizenship.

The school aims to enable students to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

Admissions

The Codrington School accepts students from diverse socio-economic, ethnic, linguistic and national backgrounds who will benefit from the rigorous nature of the IB programme, and who will positively contribute to the life of the school community. Qualified students are admitted at all grade levels (PYP 1 – DP 1), class size permitting. Students of all linguistic backgrounds are considered for admission. There is no need for a student to know French or Spanish, but a solid foundation in the child's mother tongue is necessary to be successful in our program. Students with no English language skills are accepted throughout the PYP and, where appropriate, in the MYP. Given the nature of the DP programme, students should be proficient in English to begin the IB program in DP 1.