



Lexington High School Language Policy

Introduction

The International Baccalaureate (IB) World Schools are required to have a written language policy. This document includes provisions for second-language teaching and mother-tongue language support that meet the needs of students and reflect the principles of the program. The IB Diploma Programme Language Policy also outlines the philosophy and aims of language teaching and learning, and reviews the available options in Group 1 and 2. Additionally, the document defines our support for learning mother-tongue languages.

Philosophy and Aims

At Lexington High School we believe that the foundation for all learning is language. Language is the primary means of communicating and fundamental to lifelong learning. In order for students to be successful with language usage, they must be able to use language appropriately, accurately and confidently. The ability to express language both orally and in writing, especially in a variety of contexts and purposes is a necessity in modern languages. The major goal of the Classical languages is interpretive (reading) proficiency. Language enables students to become inquirers as well as develop critical thinking and social skills. Furthermore, language proficiency enables students to acquire knowledge related to all areas of the IB Diploma

Programme curricular framework. Language acquisition is a life-long process; therefore, all teachers are considered language teachers. Finally, language is taught through context and relates new information to existing knowledge comprehension.

The mission of Lexington High School, where excellence is the standard, is to develop lifelong, 21st century learners who meet the demands of a global society. In partnership with parents, students, educators, and community members, Lexington High School will provide curriculum and instruction that encourage both diversity and unity, develop integrity and character, and promote initiative and collegiality among our students. Therefore, we understand that students must become both culturally and linguistically proficient in a second language. Accordingly, language learning indicates not only to the acquisition of a second language, but also includes the importance of cultural understanding and sensitivity, and fosters international understanding.

Language Profile

The majority of the students at Lexington High School speak English; however, other languages spoken are Spanish (29 students), Mandarin/Cantonese (6 students), Gujarati (3 students), Hindi/Marathi (5 students), Laotian (2 students), Lugishu (1 student), Vietnamese (3 students), French (2 students), Tagalog (2 students), Japanese (1 student), and Russian (2 students). This diverse population allows students to be assisted through a number of avenues. Some students are categorized as English speaking students with limited or no Language B experience, English speaking students with prior language B instruction, bilingual students who speak their mother tongue in addition to English, and non-English speaking students.

The language of instruction is English with the exception of our language B classes where instruction is conveyed in the target language. Lexington High School offers the following languages B: French, German, Latin, Portuguese, Russian, and Spanish. Students enrolled in the IB Diploma Programme began their language acquisition either in middle school or high school and continue to progress through the honors, IB Diploma Programme, or Advanced Placement (Latin only) languages B. Languages B offered in the Lexington High School Diploma Programme are French, German, Latin, and Spanish (standard level) and IB French ab initio (standard level). To date no student has enrolled in IB French ab initio. Lexington High School will continue to inform students about this option as appropriate to individual student need.

Language A

English A1 Higher Level is the only classroom-based opportunity for Language A offered at Lexington High School. We currently offer Language A: Literature and follows the prescribed course requirements as set out in the IB Language A: Literature Subject Guide. Students are urged to value the artistry of literature and to develop an ability to reflect critically on their reading. Students study works in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language (IBO, 2011). Students are assessed according to IB Diploma Programme policies as described in the Language A: Literature Subject Guide.

Language B

Our belief at Lexington High School is that students study global cultures and they are also able to acquire and appreciation of other cultures while coming to the realization that other people, with their differences, can also be right (IB Mission Statement).

Because every student learns at different rates and therefore, students are provided a range of Language B courses that meet their developing academic and social needs. Our desire is for each student to reach his/her highest proficiency and literacy level in a second language. Students are provided varied differentiated instructional strategies in an effort to accommodate different learning styles. Lexington High School offers French B Standard Level, German B Standard Level, Latin B Standard Level, and Spanish B Standard Level as classroom-based opportunities to engage in IB Language B. French ab initio is also offered however; to date no student has enrolled in IB French ab initio. Lexington High School will continue to inform students about this option as appropriate to individual student need. We offer courses beginning at the introductory level in French, German, Latin, and Spanish and ending with IB Diploma Programme and Advanced Placement Latin. All formative and summative assessment is assessed using the Diploma Programme criteria. Additionally, the content in these courses is taught in the framework provided through the Areas of Interaction.

Extra-Curricular Language and Culture Opportunities

The following clubs are available to all Lexington High School students to enrich experiences in mother-tongue languages, second languages or additional languages, with the aim of increasing cultural and international-mindedness:

- French Club
- French Honor Society
- German Club
- Spanish Club
- Spanish Honor Society
- Latin National Honor Society
- Junior Classical League
- Interact Club
- Exchange Programs

Mother-Tongue Instruction

Lexington High School understands the importance of students preserving their mother-tongue language. It is important to encourage students to continue to use their mother-tongue language skills because this allows them to enhance their personal identity, highlight their cultural heritage, and increase their overall ability to learn. Therefore, students are provided with resources such as free peer-tutoring for those who are Spanish speakers and non-Spanish speakers. The classrooms are equipped with language dictionaries too. Students and parents are provided with translators during conferences and school-wide meetings. District and school newsletters and other communications are translated into the students' mother-tongue language. Interpreters are provided for conferences, Open House, Graduation, and other events. Our teachers collaborate with the ESOL teacher to ensure that instructional strategies are appropriate and facilitate learning. The

teachers also work with the ESOL teacher to enable connections to be made to student's home life. Organizations such as the Columbia World Affairs Council are in partnership with our school to offer language and cultural support to our students.

Limited English Proficiency

All English Language Learners are enrolled in ESOL classes as a means of introducing them to the English language and assisting them as they acclimate to a new culture. The English Language Learners are identified through both the student enrollment form and "Home Language Survey." There is also a follow up interview and the students are given the ACCESS for ELLs assessment, which assesses the students' English language proficiency in *five* areas: Social and Instructional Language (*SIL*), which incorporates proficiencies needed to deal with the general language of the classroom and the school; the Language of English Language Arts (*LoLA*); the Language of Mathematics (*LoMA*); the Language of Science (*LoSC*); and the Language of Social Studies (*LoSS*)." Within the *ACCESS* students are assigned a *tier* (A, B, C) so that their ability to show progress in each domain is *not* limited. This will be the second year students are tested in each of four language domains: *listening, reading, writing* and *speaking*.

The South Carolina State Department of Education's English Language Learners Handbook is the tool used by our school district to ensure that we are adhering to the prescribed ESOL guideline. Teachers are provided with a list of students in their classes at the beginning of the school year. Lexington School District One Student Accommodations Plan for ESOL Students is provided to all teachers with English Language Learners enrolled

in their classes. The teachers are expected to review the accommodations for assessments every quarter. It is understood that assessments should be modified so that students can demonstrate their knowledge and skills. Also, a student may not be assigned a failing grade in a content area or be retained at grade level on the basis of lack of English Language Proficiency. Therefore, the ESOL teacher collaborates with all staff on a continuous basis to provide them with modifications and remediation information regarding our non-English speaking students that are struggling. There is variety of resources that is published in numerous languages to include French, German, and Spanish, which are available in the Learning Commons or library.

Communication to Stakeholders

The Language Policy will be posted on the school and teacher webpages, made available in hard copy form in the main office and provided to all IDBO students and parents. The School Improvement Council will also be provided with electronic and hard copies of the policy. Members of the community will be invited to participate on our Language Policy Committee each year. Also, our Language Policy will be made available to our community members via our district and teacher websites.

Language Policy Review

The IB Diploma Language Policy will be reviewed by IB staff, school administration, and Language Policy committee members at the beginning of each academic year. Also, information about the various languages represented at Lexington High School will be presented to the faculty each year. It is also the expectation that

teachers will seek out opportunities to highlight these cultures and languages within their daily lessons as well as in other school activities.

Lexington High School Language Policy Committee

Jason Bagley, World Language Department Chairperson, IB French B SL teacher

Anne-Marie Cormier-Bausch, IB Spanish SL teacher

Clay Hendrix, IB German SL Teacher

Jason Blackburn, IB Latin SL Teacher

Dawn Samples, Lexington School District One, Director of World Languages

Elizabeth Trevino, ESOL teacher

Lexington High School student (students will rotate off of the committee each year)

IBDP student parent (parents will rotate off of the committee each year)

Sherry Walters, DP Coordinator