



Introduction, Purpose and Profile

In accordance with the International Baccalaureate Organization, the purpose of this document is to:

1. Communicate the expectations for students to acquire language growth while attending the International Baccalaureate at Bartow High School
2. Provide guidelines by defining the language instruction policies and services offered in context with the International Baccalaureate Diploma Programme.
3. Provide a review of the available

The International Baccalaureate School at Bartow High School invites students from a large population of medium to small cities in the rural areas in central Florida. The predominant language spoken is English, with Spanish as the second most common language. In addition, other languages spoken by students at home include Arabic, Bengali, Bisaya, Burmese, Cantonese, Czech, French, German, Greek, Gujarati, Haitian Creole, Hindi, Japanese, Korean, Malayalam, Mandarin (Chinese), Marathi, Polish, Punjabi, Tagalog, Tamil, Telugu, Thai, Urdu, and Welsh. Our IB programme is delivered in English, except for Language B classes, which are delivered in target languages. Languages offered as Language B are Spanish, French, Japanese and German.

Applicants are chosen to attend IB based on grade point average, state test scores and an essay. Upon admission to the 9th grade they choose a Language B. Students who are native speakers of any Language B offerings are required to study a different language. Students begin with Level 1 except those who have already earned Level 1 credit through middle school or a virtual school. Those students begin the 9th grade with Level 2, and our Spanish program is a five-year program. French and German are four-year programs.

Multiple supports are available for students whose mother tongue is not English. ESOL services are available, including periodic assessment, translation of school documents, interpreters for parents, and special English literacy classes in the Bartow High School program. Our teachers are certified to teach ESOL (English for Speakers of Other Languages).

Language Philosophy

All teachers are language teachers. Language is the primary means of learning and communicating. The language acquisition is to be promoted as a partnership between all members of our community including parents, students, teachers and staff. Learning a World Language is an integral part of becoming a global citizen. Mother tongue languages help for cultural and personal identity and should be respected.

IB at Bartow High School reflects the interests of students and our teaching community through rigorous academic programs, extracurricular activities, parent involvement and numerous opportunities for success. The predominant language spoken is English and it is also the language of instruction for all students and teachers of IB at Bartow High School, except for the world language classes which are taught in the target language: French, German and Spanish. As instructors, we address the importance for IB learners to become good communicators and stress the relevance of expressing their ideas in a

variety of modes in more than one language which reflects the world we live in and as an essential component of an international program.

All teachers at Bartow High are required to have 20 hours of Exceptional Student Education in-service and English As A Second Language (ESOL) training is also required to better support all students.

Our Language B objectives are to:

- Enable the students to understand and use the studied language in diverse contexts, emphasizing multiple purposes.
- Enable students to understand and use written and oral language skillfully.
- Promote, through the study of texts and social interaction, an awareness and appreciation of different perspectives of diverse peoples.
- Make students aware of the role that language plays in relation to other areas of knowledge.
- Create opportunities for entertainment, creativity and intellectual pursuits with the use of the target language.
- Give students the base to use a Language B for other studies, work or leisure pursuits.
- Make students aware of the relation between languages and the cultures they represent.
(Lengua B, 2004. Organizacion del Bachillerato Internacional, p 7.)

Teachers do this through current professional practices aimed at producing interpersonal, presentational and interpretive proficiency. Instruction and assessment are geared to these proficiencies and IB guidelines are used for in-course assessment.

Strategies to support all teacher in their contribution to the language development of students:

Language skills are used every day in every class. English is the language of instruction except for Language B classes which are conducted primarily in the target language. Most classes require research, written assignments, and presentations. Language A is reinforced in all Language B classes by reinforcing grammatical concepts, noting cognate vocabulary, and using Language A for translation. Curriculum overlaps between subjects reinforcing vocabulary and concepts in all classes.

Support for Mother Tongue:

Our faculty recognizes and celebrates our multi-cultural, multi-linguistic backgrounds and the fact that many are already “balanced bilinguals”. During class, students are encouraged to bring in their own language experiences and cultural observations to share with all other students. This practice supports the students’ mother tongue while helping to promote a global perspective among all our students.

By attending a public high school in a semi-rural Central Florida, students whose mother tongue is not English, learn or expand their knowledge of the host country, its culture and traditions. Regional accents are heard through some of their peers and, in some cases, their instructors. For many of these students, they come and go between this truly “American” setting to their homes and their “mother tongues,” reinforcing this notion of balanced bilingualism.

Support for students who are not proficient in the language of instruction:

A variety of supports are available for students whose mother tongue is not English. English As A Second Language (ESOL) services are available within the Bartow High School program including periodic

assessment, translation of school documents, interpreters for parents and special English literacy classes. An ESOL coordinator is on the Bartow High school staff to oversee language development of those students not yet at the level to participate fully in the classroom. This coordinator also provides resources for teachers in meeting the students' language needs.

Learning of the host country or regional language and culture:

A variety of strategies are used to engage our families who speak languages other than English in their homes. Our World Language teachers, support staff and student leaders serve as translators. This is mostly used with our Spanish-speaking families. This population has increased significantly in our school over the past 5 years. We utilize the expertise of the learners in our community to help us communicate with our families about upcoming school events, important academic opportunities for students and concerns about student progress in school. School documents are translated and school phone messages are translated into Spanish. We have translation services at our school for events including Open House, Parent/Teacher Conferences, etc.

Our extra-curricular language and culture opportunities for student is abundant. The following clubs are available to all Bartow High School students interested in enriching their experiences in their mother tongue or their additional languages. We aim to increase the participant's cultural and international mindedness. The clubs are: French, Spanish, German, Multi-cultural and UN Club.

The Language Options for Groups 1 and 2:

Language A:

The IB School at Bartow High School acknowledges the importance of teaching and learning language throughout the curriculum. It is through this important tool that associations are made by students in their various subjects. Language A is limited to the English language. Students are instructed in English syntax, grammar, communication skills and literacy in all IB classes. All students are involved in Language A learning from grades nine through twelve. This curriculum is aligned with the requirements of the Polk County Public School, Florida Standards and the International Baccalaureate Language A objectives.

Language B:

Emphasis is placed on the development of the four learning modalities (listening, speaking, reading and writing) practiced within given contexts and linked to the three modes of communication (interpersonal communication, interpretive communication, and presentational communication) as a fundamental part of the language practice. Language structures, through oral practice of grammatical forms in context and through explicit instruction, allow students to use the correct grammar via questioning and discussion.

Reading is completed throughout the lesson using sentences, short stories, and multi-media resources on a variety of topics and magazine ads. Various exercises are completed in class as a way to achieve grammatical accuracy. These instructional resources elicit in students responses such as: making generalizations, giving an opinion, determining the main idea, distinguishing between fact and opinion, drawing conclusions, etc.

Listening is constantly reinforced through different media, such as text-book related listening activities, chapter-content videos, cultural videos (following a conversation between native speakers including colloquial expressions), oral reports or other types of narratives.

Students *verbally* communicate their ideas in their target language. Students are provided the opportunity to discuss in small groups and in oral presentations. Students are able to narrate, describe and explain in the past and present tenses with appropriate grammatical structures. Additionally, there are projects presented orally. Students practice timed oral activities based on general topics of conversation where they have the opportunity to express facts, ideas, and feelings in a manner that is intelligible to the specific audience. The use of the language is practiced in different situations, such as critiquing, advising, questioning, etc.

Writing is an important part of daily instruction. Students write paragraphs and essays in accordance with their learning levels. Students write without the aid of a dictionary and participate in timed writings. The tests and quizzes assess all four language skills. A variety of modes are used in developing this skill, including narrative (personal experience); expository (essay, paper); persuasive (brochures, instructions); and formal and informal letters. These writing activities help students develop personal writing styles.

The Language Policy is Revised and Implemented:

Incoming students receive guidelines on the Language B policies during IB Freshman Orientation prior to enrolling in classes. Office personnel and language B teachers monitor the registration period to ensure students have not chosen a home language as their Language B. Teachers who teach different levels of the same language meet regularly to discuss current assessment and correlate those assessments with IB strands. These teachers are also given common planning periods to facilitate planning together. The IB teachers write lesson plans which include strategies for teaching students with special learning needs and are reviewed by an IB school administrator. All Language B teachers have attended multiple IB trainings to learn current Diploma Program expectations. They apply this knowledge when revising the Language A or B policies.

The IB at Bartow High School's Diploma Programme Language Policy will be reviewed by IB staff, school administration, and IB Language Policy Committee members at the beginning of each academic school year. During this revision, students were polled to obtain a current list of home languages. Teachers of other courses were also consulted to learn how Language A is reinforced in their classes.

Communication to Stakeholders:

The International Baccalaureate at Bartow High School Diploma Programme Language Policy is posted on the school's website, sent in the IB Constant Contact at the beginning of the school year and, if requested, will be made available in hard copy form.