

# Socastee High School IB Diploma Language Policy

## Introduction

International Baccalaureate (IB) World Schools are required to have a written language policy. This document reflects the current practices of Socastee High School (SHS) for second-language teaching and mother-tongue language support. The SHS language policy has been designed to align with the IB's values and aims in relation to multilingualism by meeting the needs of individual students and supporting all the principles of the program. The following outlines Socastee High School's philosophy, school language profile, IB language-enhanced curriculum, and supportive practices.

## Philosophy and guiding principles about language learning

The IB instructors at SHS believe that language is the key to both formal and informal learning. The faculty embraces the reality that all teachers of all subjects are also language teachers. Moreover, the term language is not used to refer to a single language; rather, it refers to all language-based activities that lead to learning and various formats of individual student expression. Students are taught to not only use language to learn disciplinary content but to explore real world contexts. Additionally, in order to enhance global citizenry, our IB teachers strive to cultivate digital literacy as an integral component of oral and written communication skills.

The IB instructors accept that languages are the vehicles that allow our students to think and to learn as well as to develop values and social skills. It is through the understanding of the crucial role of language in the learning process that all IB instructors identify the compatibility of the language of instruction to the capacity of the students to function in that language. Learning services support is solicited when there is an incompatibility of the language of instruction to the capacity of the student to function in that language.

Teachers at SHS follow established guiding principles and practices for language learning:

- Communication and expression are the primary goals of language.
- Students of different language backgrounds may make progress at varying rates. Differentiated instruction is an expected teaching strategy.
- Cultural and historical contexts are an important part of language acquisition.
- Real world applications of second language use enhance learning, especially when students are given the opportunity to interact with different communities of native speakers.

- Knowledge of current research and varying schools of thought in relation to language learning enhance instructional practice.
- Students need ongoing feedback in order to make progress in all languages of instruction.

### **School language profile**

Students whose mother-tongue is English are well served at SHS due to a predominant English-language setting for learning and social engagement. It is also significant to note that SHS is a public school whose IB participation is limited to U.S. citizens and those studying abroad on approved student VISAs. Additionally, exchange students are only allowed to participate as Course candidates for one year—these students typically study an SL course for which they have a strong interest and/or propensity for success and are afforded all accommodations as second-language learners.

English is the first language for most students at SHS; however, Horry County Schools (HCS) provides an ESOL program that offers services to students and to all professional staff. The ESOL program serves students with a multitude of other primary languages including but not limited to Spanish, Russian, Japanese, Chinese, Vietnamese, Turkish, Albanian, Arabic, and Portuguese. Students of a mother-tongue other than English are provided an array of language support services by an ESOL instructor through a separate ESOL course, one-on-one tutoring, and/or monitoring. These instructors also provide support to staff in order that they afford students every opportunity to enhance their language acquisition and learning. English teachers provide most of the explicit instruction for reading comprehension and writing or speaking for different audiences; however, instructors of other subjects aid in the development of language skills through constructs of their particular subject areas, such as reading technical materials, interpreting graphs or charts, explaining or analyzing processes, and using evidence from disciplinary texts. Teachers of identified ESOL students are required to provide and to document accommodations and differentiation of instruction for identified ESOL students. These accommodations include but are not limited to:

- Extended time to complete assignments,
- Collaboration with language guide, instructor, or ESOL instructor,
- Collaboration with other students,
- Use of digital resource assistance—dictionaries, translators, etc...,
- Student choice in selection of IB approved content when appropriate, and
- Use of alternative forms of classroom assessments when appropriate.

Students whose mother-tongue is not English are also encouraged to develop and to maintain their mother-tongue language proficiency through participation in a variety of endeavors:

- School sponsored cultural and language presentations by exchange students,
- Foreign film events,
- Community sponsored cultural events,
- Cultural organizations,
- Visits to countries where the mother-tongue is spoken,
- Offers to provide DP printed content in the mother-tongue, and
- Suggestions for digital language learning content.

At SHS, students are required to learn at least one language in addition to their mother-tongue. SHS second-language instructors provide instruction in French and Spanish. French is a widely used international language and is the mother-tongue of thousands of French-Canadians who visit our beaches as tourists. Spanish is the mother-tongue of significant numbers of immigrants and residents in our community. The acquisition of and proficiency in the use of either of these languages is practical for students living in the U.S., particularly in our geographical region. These languages are also strongly supported by the IB.

**IB language-enhanced curriculum**

The following chart outlines the SHS standard course of study for IB DP candidates. It is designed to provide foundational, accumulative, and culminate skill in mother-tongue and secondary/tertiary language use and proficiency.

<b>Year One (Preparatory Program)</b>	
<b>Term 1</b>	<b>Term 2</b>
French I or Spanish I – 135 hours	French II or Spanish II – 135 hours
Term Choice – English II Honors/Pre-IB Focus – 135 hours	
Total of 405 hours of instruction per academic year	

<b>Year Two (Preparatory Program)</b>	
<b>Term 1</b>	<b>Term 2</b>
French III or Spanish III – 135 hours	French IV or Spanish IV – 135 hours
Yearlong A/B scheduled AP Language and Composition – 135 hours	
Total of 405 hours of instruction per academic year	
<b>Year Three (Anticipated Year)</b>	
Yearlong A/B scheduled French B SL or Spanish B SL – 135 hours	
Yearlong A/B scheduled Language A (English) HL – 135 hours	
Total of 270 hours of instruction per academic year	
<b>Year Four (Diploma Year)</b>	
Yearlong A/B Scheduled French B SL or Spanish B SL – 135 hours	
Yearlong A/B Scheduled Language A (English) HL – 135 hours	
Total of 270 hours of instruction per academic year	

While the SHS full IB DP has not yet had the privilege of supporting the efforts of a student whose written and verbal mother-tongue is not English and who has requested access to IB curriculum in his/her mother-tongue, the program is willing to offer Self-taught Language A for these students. In such cases, the SHS DP would assume the following responsibilities:

- Secure the supervision of a qualified instructor to guide the student in a Self-taught Language A course,

- Work closely with the student and guide to ensure access to all supporting documents,
- Provide extra one-on-one tutoring in all DP courses, and
- Extra monitoring of the student's progress by the DP coordinator.

### **Supportive Practices**

Parent involvement is an integral part of student success in the IB program. On an annual basis, each student and his/her parent(s) are required to participate in an Individualized Graduation Plan (IGP) meeting with a grade-level guidance counselor. The IGP ensures that students are enrolled correctly in coursework and helps to identify areas of academic concern. Counselors can share specific learning needs—language instruction included—with the teachers of that student.

Furthermore, parents of students of a mother-tongue other than English who are receiving instructional services from an ESOL instructor are required to meet with the ESOL instructor to discuss a plan for English-language acquisition as well as to outline specific support services available to ESOL students. ESOL students are tested annually to monitor language acquisition progress in oral and written communication. These assessments also identify specific areas of strength and weakness so that ESOL and classroom instructors can offer individualized language instruction for targeted growth.

Finally, parents of students of a mother-tongue other than English are invited to meet with the DP Coordinator to review ongoing plans for English-language acquisition and proficiency.

### **Links to the Academic Honesty Policy, the Admission Policy, and the Inclusive Education Policy**

- **Academic Honesty**

IB faculty understand the importance of language and expect original language production from IB students. Teachers and the media specialist provide appropriate instruction in referencing and citing researched materials. Non-original language and thought must be attributed in all student work.

- **Admissions Policy**

Socastee High School IB Program welcomes students who speak English as a second or other language. Furthermore, the Socastee High School IB Program embraces the benefits of a culturally diverse program that reflects the IB Mission Statement. On a need basis, students are offered language-learning support via the English as a Second or other Language (ESOL) Program as well as any accommodations that they have been afforded in their Individual education Plan (IEP).

- **Inclusive Education**

Socastee High School teachers are willing to employ a variety of teaching and learning strategies to accommodate and to support inclusive education needs. Requests may be made with the IBO in regards to examination accommodations that are not already pre-approved in an IB education.

### **Roles and responsibilities**

It is the role of the DP coordinator in collaboration with the Socastee High School DP teachers to implement, evaluate and review the language policy.

During the staff development days each year in August, IB teachers will have the opportunity to review the language policy. Proposals to evaluate and/or review of the assessment policy may take place in regularly-scheduled DP faculty meetings or in a specially-called meeting at the discretion of the DP coordinator or at the request of the DP faculty as well.

The procedure for evaluating or reviewing the language policy will be determined as a collaborative endeavor of the DP coordinator and the DP instructors. Under the direction of the DP coordinator, the IB faculty will be asked to provide suggestions for updating the policy. Following input by the DP faculty, it is expected that a popular vote from a quorum of the DP faculty will be required to amend the language policy.

## Sources

*Diploma Programme: From Principles to Practice.* [Online Curriculum Centre](#). International

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Baccalaureate Organization, 2008.

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Organization, 2014.