

Travis B. Bryan High School
International Baccalaureate
Language Policy

Philosophy

The Bryan High School community is committed to developing successful, life-long learners who think, care, and serve in a global society. Given the interdependence of today's global community, it is imperative that students be equipped both linguistically and culturally to communicate successfully in a variety of ways in more than one language. Throughout our curriculum, our staff fosters the development of the language of instruction, world languages and the mother tongue. By integrating language into every aspect of the curriculum, we are teaching students the importance of culture, diversity, and sensitivity toward others which in turn enhances their personal growth, cognitive development, and facilitates international understanding.

At Bryan High School:

- All teachers are primarily teachers of language, consequently the focus on internationalism and multicultural understanding must be infused into all aspects of the school community
- Language is a primary means of communicating and learning
- The acquisition of language is a lifelong process and is a central component of intellectual and personal growth
- Because proficiency in one language promotes ease of access to learning other languages and aids the student in acquiring competencies in other curricular areas, students are encouraged to acquire other languages
- Language is an expression of culture and must be valued as an integral part of a student's identity
- The development of the mother-tongue language is critical for maintaining one's cultural identity and to promote self-esteem. Additive bilingualism encourages responsible citizenship and international mindedness in the Learner Profile.
- Language learning must be fostered in all aspects of the community
- Teachers must strive to recognize the language needs of all students and work to serve these needs within and outside of the classroom
- Equity of access to IB courses is a fundamental right of all qualified students. While there is no language criterion as an admission requirement to the IB program, it is a requirement that IB full diploma students continue language acquisition in a second language in the diploma years. (See IB admission policy)

At Bryan High School, our language programs aim to:

- Enable students to learn and use language effectively, appropriately, accurately and confidently
- Develop students' oral and written communication
- Enable students to develop and use language skills in a variety of contexts and purposes
- Promote the appreciation, understanding and analysis of literature

- Encourage students to explore language as a means to understand the differing perspectives of people from other cultures
- Develop student’s awareness of the role of language in other areas of the curriculum
- To provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature

Travis B. Bryan High School’s Language Profile

Our district student enrollment is currently over 15,978 of whom 68.56% self report that they speak English as their primary language; the remaining 31.44% speak one of 22 languages, the most prevalent being Spanish. All students study English for 13 years. Second language instruction begins in Spanish Immersion as early as pre-kindergarten in kindergarten in 10 elementary schools, and most other students begin language study in grade 7 and continue through grade 11-12. If a student’s English is not proficient, steps are taken to increase proficiency (outlined later in this document). At Bryan High in the IB program English and Spanish are the two main languages represented.

The chart below is a representation of languages spoken from the entire school district:

| LANGUAGE | NUMBER | PERCENT |
|---------------------|---------------|----------------|
| Spanish | 4,974 | 31.13% |
| Vietnamese | 10 | 0.06% |
| Pilipino (Tagalog) | 2 | 0.01% |
| Russian | 1 | 0.01% |
| English | 10,954 | 68.56% |
| Gujarati | 1 | 0.01% |
| Other Language | 7 | 0.04% |
| Turkish | 1 | 0.01% |
| Mandarin (Chinese) | 2 | 0.01% |
| Swahili | 3 | 0.02% |
| Arabic | 4 | 0.03% |
| Japanese | 3 | 0.02% |
| Hindi | 1 | 0.01% |
| Panjabi (Punjabi) | 2 | 0.01% |
| Urdu | 4 | 0.03% |
| German | 1 | 0.01% |
| Polish | 1 | 0.01% |
| Norwegian | 1 | 0.01% |
| Cantonese (Chinese) | 2 | 0.01% |
| Yoruba | 1 | 0.01% |
| Farsi (Persian) | 1 | 0.01% |

| | | |
|--------------|---------------|-------------|
| Bengali | 1 | 0.01% |
| French | 1 | 0.01% |
| TOTAL | 15,978 | 100% |

These are language numbers from Bryan High School

| Language Description | 09 | 10 | 11 | 12 | Total |
|-----------------------------|-----------|-----------|-----------|-----------|--------------|
| English | 45 1 | 40 1 | 32 9 | 29 8 | 1,479 |
| Spanish | 17 7 | 16 7 | 12 3 | 11 9 | 586 |
| Polish | | 1 | | | 1 |
| Swahili | | 1 | | | 1 |
| Urdu | | | 1 | | 1 |
| Vietnamese | | 2 | | | 2 |
| German | | | | 1 | 1 |
| Bosnian | | | | 1 | 1 |
| Total Languages | 2 | 5 | 3 | 2 | 7 |

This chart represents the linguistics of the IB students registered by for May 2016 exam

| Language Name | Count |
|----------------------|--------------|
| English | 66 |
| Spanish | 10 |
| Bosnian | 1 |
| German | 1 |

The school is cognizant of the fact that it can take up to seven years for learners who are using a language other than their mother tongue to attain the same levels in academic language proficiency as those expected from learners learning in a mother tongue. Consequently, language acquisition is monitored by all teachers who have English Language Learning students. Teachers each six weeks complete information and provide samples in the student's Proficiency Level Descriptor folders that will support planning for future differentiation. These folders are provided and monitored by the Bilingual Department. Teachers have access to electronically view all students' language levels through Eduphoria. Records are also housed in E-school, which all administrators and counselors have access.

IB Language Offerings

Group 1

English Literature HL (Since four years of English is a requirement for graduation in Texas and English is the language of instruction at Bryan High School, English A1 at the higher level is the only English option for IB Diploma candidates. There has been no need to provide English A1 at the Standard Level. However, if a student transferred in and needed to complete English A1 SL, we would be willing to accommodate this need. For examinations in May 2016, we are teaching English A1: Literature.

Self taught mother tongue languages as needed. Language A literature can be studied on a school-supported self-taught basis in a situation where the student wishes or needs to complete the studies in language and literature requirement in a language for which the school does not have a qualified teacher. Self-taught students may study language A: literature at standard level only. It is not considered appropriate when there are more than 5 students in a school in the same year of the programme studying the same language A: literature at standard level.

Special request languages as needed. The school can request a language that is not automatically available using the special request facility

Group 2

Spanish B SL, HL, Ab Initio
French B SL, Ab Initio
German B SL, HL, Ab Initio

Second language instruction generally begins in the 7th grade for students taking Spanish and the 9th grade for French and German. However, students who enter the program with little or no exposure to a second language can be approved to take ab initio.

Travis B. Bryan High School Language Practices

The school does:

- Acknowledge English as the language of instruction
- While studying their best language, students are exposed to a wide range of literature in translation that requires cross-cultural comparison
- Teaching and learning draws on prior knowledge and experiences and incorporates real world experiences to value each students' cultural background and broaden global awareness
- Provide English language instruction to all students all four years of high school. Students are required to have passed 4 years of English and receive a passing grade on the state administered end of course tests in English 1 and 2 to graduate.
- Train teachers to utilize SIOP/Sheltered Instruction strategies to support ELLs in

- the language domains of listening, speaking, reading, and writing.
- Assess English language learners annually using the TELPAS test to determine support needs. Additional assessment tools include Read 180, DRA, EDL, and STAAR scores.
 - Provide opportunities for all learners to develop cultural understandings of their own and other cultures including field trips to museums and Skype with students in other countries
 - Provide opportunities for students to learn a second language—at this time French, Spanish, German, Mandarin Chinese (identified by the state department as a “critical needs language” for those involved in international and state department business), and American Sign Language may be selected as a second language at Bryan High School. All students are required to take 2 years of a foreign language during high school, and are encouraged to take more, even if they are not full Diploma Students. (The IB program is considering the inclusion of Mandarin as a subject offered for the IB Diploma).
 - Support teachers through professional development in their acquisition of the skills needed to help all students achieve. Recent trainings have included:
 - Writing in the LOTE classroom and practice with holistic grading
 - Using paired activities to dramatically increase student oral proficiency
 - Implementing district-wide, end of course common assessments that include a writing sample as well as listening, speaking, and reading activities based on the standards of the American Council of Teachers of Foreign Language
 - Incorporating activities to help teachers stay in the target language at least 90% of the time
 - Increasing the rigor in the World Languages classroom
 - Expect teachers to provide universal instructional strategies that support the needs of all students
 - Review student data and adapt instruction as needed in respect to language-- including but not limited to using visual aids, graphic organizers, demonstrations, dramatizations, simple conversations (words/phrases), pre teach vocabulary, provide phrases or simple sentence frames, rephrase, repeat or slow down, wait time, word bank of key vocabulary, model pronunciation, tiered sentence directions; translate word(s), phrase(s) or sentence(s), oral translations, scaffold writing assignments and collaborative groups.
 - Create district curriculum documents which provide scope and sequence for language acquisition courses, and the language of instruction, English. The documents will include the choice and planning of language courses, spelling and referencing protocols, and expectations about language use in the school. The curriculum documents are available to all school personnel through google docs and to parents from individual teacher websites.
 - Provide opportunities for students to maintain and develop their mother tongue. These include:
 1. Technology support—computer access in their mother tongue
 2. Library books, periodicals in their mother tongue
 3. Translation services for the families during school meetings

4. School information provided in their language whenever possible
- Meet with parents to establish understanding of how to best collaborate to achieve shared goals and plan the child's language profile and development
 - English as a Second Language (ESL) is provided by all teachers. All teachers have been trained on Sheltered Instruction, and many are ESL certified. For students who are new to the country and US schools, Bryan high School provides the New Arrival Center (NAC). The NAC provides 2-3 periods of English immersion and includes English Language Arts Year 1 TEKS (state objectives)
 - Establishing policies for successful language instruction. See below

Language Use Policy 2015

There is a continuum of language teaching throughout the school so that teaching and learning in the Diploma Program builds on previous skills and knowledge. Preferred bibliographic style is MLA (See academic honesty policy)

For Teachers:

- The goal is that Levels 1, 2, and 3 will be taught primarily in the target language (an average of 90% of the time)

For Students:

- Levels 1A and 1B students are expected to participate *daily* in the target language as well as to communicate with memorized key phrases regarding daily routines and classroom procedures.
- In Level 2A and 2B classes, students are expected to practice basic communication skills *daily* (with increasing frequency) in the target language as well as to produce more elaborate guided and spontaneous interactions (with the teacher and classmates).
- Students in Level 3 and higher are expected to communicate in the target language at least 90% of the time

Additional Considerations:

Bryan High School has Response to Intervention (RTI) procedures that assess the needs of students experiencing difficulty in their classes. In addition to academic challenges, these measures work to identify appropriate language accommodations and supports for ELL, ELD, and other second language students.

Bryan High School Language teachers also provide international travel opportunities. Recent trips include taking language students to France, Germany, Italy, Austria, Spain and Greece.

Two way dual language is offered as a program of choice at two of our elementary schools and 1 middle school. Students begin in kindergarten receiving instruction in Spanish for all content areas. The goal is to produce students who have a working knowledge of the language by the time they enter junior high school. In junior high school, they continue with the study of Spanish in a native speakers class and their social studies class is also taught in Spanish.

Mother Tongue

- One's mother tongue is central to one's identity and must be valued as an expression of culture. Our school district embraces the diversity of its student population, providing many opportunities for communication and performance in a student's mother tongue, and also as a means to educate others in the student's culture
- Students have the option for self taught language in Group 1 in their mother tongue
- Students have the option to write their Extended Essay in Spanish or German. This allows the IB students the opportunity to write their Extended Essay in the mother tongue if they so choose.
- Bryan High School has several clubs that support the cultures of the students' mother-tongue languages such as Hispanic Youth Promoting Education (HYPE) and Vikingoteo (a Hispanic singing and dance group)
- Students are encouraged to participate in community organizations that support mother tongue and culture
- We have a native speakers program for students whose mother tongue is Spanish, our most common mother tongue

Students Whose Mother Tongue is Not English

Public schools in Texas are all required to follow the same procedures for every student. The steps include:

- Upon initial enrollment, every parent must complete a Home Language Survey provided by the state of Texas
- If the Home Language indicates a language other than English: An Oral Language Proficiency Test (OLPT) is administered. A Norm referenced Standardized Achievement Test may be administered if the OLPT indicates borderline proficiency in oral language.
- Test results are discussed at an LPAC (Language Proficiency Assessment Committee) meeting.
- Depending on results, students are either coded English proficient and do not require ESL services, , or they are coded as Limited English Proficiency.
- Upon parent notification, students are placed either in the appropriate Bilingual program or in the English as a Second Language Program, where we have specially certified teachers in each subject area. In addition, all core content teachers have been trained in Sheltered Instruction, a framework of techniques and strategies to provide scaffolding for English language learners
- Students remain in those programs until they meet reclassification criteria, set by the

- state, and become non-ELL
- Students whose mother tongue is not English are supported in our IB program, through course offerings such as Visual Arts, Music, and Film.
- At appropriate times, student's language acquisition/abilities are assessed. Based on those assessments, adjustments in language placements are made.

Practices That Recognize All Teachers as Language Teachers

- Because students write and complete oral assessments in a number of content areas, all teachers are, in practice, language teachers
- Teachers have the responsibility for teaching the vocabulary of their discipline and planning activities that maximize learning of academic literacy. In practice, district goals have a strong focus on the vocabulary of each discipline. Teachers employ Marzano's Building Academic Vocabulary techniques
- Because writing across the curriculum is a district goal, all staff have attended professional development on writing
- Starting as early as fourth grade and ending in high school, required state assessments contain a writing component, which has compelled all teachers to include writing process skills across the curriculum
- Teachers are made aware of each student's language abilities and scaffold instruction to differentiate activities for diverse learners
- Teachers have received Seidlitz education training to increase academic achievement for English Language Learners
- Teachers recognize that there are implications for formative and summative assessment in the school. The state of Texas allows certain testing accommodations on state tests such as having the test read to the student, bilingual dictionaries, extra time, clarification in English of word meaning in written prompts. Teachers are provided with a list of these accommodations so that they may be utilized in the classroom as well.. (See IB Assessment policy)

Policy Review

Since the language policy needs to be flexible and evolve with changing needs of the school population, all teachers in the IB Program, including the language teachers, review scoring data when it becomes available. In an effort to collaboratively reflect on current practices and consider new changes, the World Language District Coordinator, the Department Chair for World Languages, the Department Chair for English Language Arts, the IB Coordinator (with assistance from the statistical analyst for the district and parental input) meet after the May IB exam session results and state standardized tests yearly to evaluate scores, review current practices, and recommend changes. Changes to the existing language policy and school-based self-taught option and other supports for mother tongue will also be discussed at this time. The Language Policy and any changes to the policy will be posted on the BHS website and during a staff meeting in August.

Supporting Documents

- Laying the Foundation Science, Math, English
- National Math and Science Initiative
- Travis B. Bryan IB assessment policy
- Travis B. Bryan IB admissions policy
- Travis B. Bryan IB academic honesty policy

Documents Utilized in the Preparation of this Policy

Approaches to Teaching and Learning in the Diploma Programme, a publication of the International Baccalaureate Programme, United Kingdom: IBO, April 2015.

Guidelines for Developing a School Language Policy, a publication of the International Baccalaureate Organization, United Kingdom: IBO, April 2008.

Learning in a Language Other Than Mother Tongues in IB Programmes, a publication of the International Baccalaureate Organization, United Kingdom: IBO, April 2008.

Language Policies of Hinkley High School and HEB School District.

The Diploma Programme: From Principles into Practice, a publication of the International Baccalaureate Organization, United Kingdom: IB Publishing, April 2015.

Policy Determination

The language policy was determined by guidelines of the board of education and the IBO. The IB Coordinator, Advanced Academic Coordinator, the District World Language Coordinator, the Department Chairs for English Language Arts, and World Languages, the District Compliance Coordinator of Bilingual Education, and Language teachers, (with input from students and community members) had a part in developing the language policy for Travis B. Bryan High School.

Language Policy Last Update Fall 2015