

# Language Policy



Lincoln Park Academy  
International Baccalaureate  
Diploma Program

*“A man who knows two languages is worth two men.” – French proverb*

## *Introduction*

This policy is a working document developed by Lincoln Park Academy teachers and administration. The purpose of this document is to inform teaching and learning in the classroom, to guide curriculum and to involve families in our goal to educate children in an internationally-minded environment. This document outlines the philosophy and practice of language instruction at Lincoln Park Academy and demonstrates how Lincoln Park Academy supports students' acquisition of our language of instruction (English) and our World Language (Spanish and French). It also shows how Lincoln Park Academy supports continued use of a student's mother tongue (the language spoken at home).

## *Philosophy*

We believe that language diversity promotes cognitive growth and is critical for maintaining cultural identity. The acquisition of more than one language and maintenance of the mother tongue enriches personal growth and helps facilitate international understanding. Language development also provides cognitive advantages which enhance higher order thinking skills and the development of processing information from multiple perspectives which is essential to the development of international-mindedness. Additionally, we foster the beliefs that:

- All teachers are language teachers.
- Language is a primary means of learning and communicating.
- Language acquisition is to be promoted as a partnership between all members of our community including parents, students, teachers and staff.
- Mother tongue languages help form cultural and personal identity and should be respected.
- The shared experience of learning language creates cohesion among students from diverse backgrounds and promotes international-mindedness.
- Learning world languages is an integral part of becoming a global citizen.
- We promote the premise that our students must be able to interact and successfully compete within this global society, using the language skills and cultural appreciation that they have acquired from our IB Program.

## *Language Profile*

The language profile of our school indicated that most of our IB students are English speakers because they speak English more than 50% of the time in their homes. Some students are multilingual speaking languages such as Arabic, Chinese, Haitian Creole, or Spanish. These languages represent the student's heritages and cultures. All of our teachers attend English as a Second Language (ESOL) classes which address the process of language acquisition. All Language A and Language Arts teachers are required to obtain 300 hours in ESOL training. Other disciplines are required to complete 30 to 60 hours of ESOL training.

### *LPA Language Profile*

English 75.54%

Spanish 15.24%

Haitian Creole 3.75%

Other (Arabic, Chinese, and others) 2%

### *Objectives*

All Lincoln Park Academy teachers, staff, parents and students work to:

- Provide annual consistency in Language B with both Spanish and French offered at every grade level in grades 6-12.
- Enable students to learn and use language confidently in a variety of contexts.
- Increase students' powers of written and oral communication through focused assessment.
- Promote student understanding and enjoyment of literature.
- Allow students to explore different perspectives through language.
- Encourage students to have fun and express themselves through language.
- Foster open-mindedness to other cultures and perspectives.

### *Language and the School Community at Lincoln Park Academy*

The language of instruction at Lincoln Park Academy is English. All subject areas, except our Language B World Languages, are instructed in English. Our students, by the established academic standards of the State of Florida, are required to successfully complete four full years of English language instruction as well as meet proficiency on the Florida Standards Assessments. Parents are also an integral part of our school and provide tremendous support for language learning at LPA. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. LPA parents contribute to our school community in a variety of ways. They serve on committees, assist in organizing events, fundraise for the school, support CAS initiatives, and help invigilate oral exams each year. Our parent support is foundational to the success of our students.

### *World Languages (Language B) Offered at Lincoln Park Academy*

Our World Language department aims to nurture an appreciation of the richness and diversity of language. World Language study increases the student's ability to think and express themselves with precision, clarity, confidence and imagination in a second language. Language development in more than one language enriches personal growth, provides cognitive advantages and is essential to the development of international- mindedness. Lincoln Park Academy offers two World Languages to students in the IB Diploma Programme. All students enrolled in the IB Diploma Programme are required to complete two years of instruction in one of our World Languages. The World Languages offered at LPA include studies in French and Spanish.

### *Support of Mother Tongue Languages*

We acknowledge the importance of a student's Mother Tongue in promoting personal identity and maintaining cultural heritage. We offer support in our Language B target languages through after school tutoring sessions on a drop-in basis. When a student has been identified with additional learning needs, including language difficulties or gifted and talented abilities, intervention and support are provided through our district Exceptional Student Education Department. Although our school population of ESOL students is minimal, we strive to address the particular challenges of those students by providing personalized support through our school ESE teachers. Our ESE services provide an integrated, well-implemented support system for non-English proficient students. We endeavor to further integrate students' cultural and linguistic heritage through the following:

- Promote an awareness of mother tongue languages through school announcements.
- Communications to parents are available in English, Spanish, and Haitian Creole, our predominant mother tongue languages.
- The library provides materials that support continued use of the mother tongue.

### *Support of the Language of Instruction*

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become self-directed, and assume greater control over their own learning. Our library provides our students access to databases that contain professional material, scholarly articles, newspapers, and magazines as well as books in many languages. Students have access to a variety of educational sessions at our library including information literacy, MLA formatting for source citations and research skills.

Lincoln Park Academy will support all students in language acquisition in the following ways:

- Implementing reading, writing, listening and speaking strategies across the curriculum.
- Selecting and providing access to literature from a variety of cultural backgrounds from all over the world.
- Providing multiple opportunities at all levels of instruction for students to write in a variety of genres.
- Allowing students ample choice in their reading materials and encouraging reading for enjoyment.
- Providing differentiated instruction for students with special needs, including students with learning disabilities and students who are academically talented and gifted.
- Assessing students formally and informally in the classroom using check-ins, writing prompts, reading comprehension checks, speeches, and essays.
- Provide the necessary books and materials required to teach.

### *Acknowledgements*

Language B Guide, 2019.

Program Standard and Practices, 2018.

Guidelines for school self-reflection on its language policy, IBO. 2014.

IB Language Policy, IBO. 2014.

### *Language Policy Committee*

This policy was revised in 2019.

The Language Policy committee reviews IB policies as needed, or at the time of each program evaluation.

The committee will consist of the IB coordinator, administrators, teachers, and parents.

This policy will be communicated to stakeholders via the Lincoln Park Academy school website.

