

## Language Policy for the IB Diploma Programme at Nesbru videregående skole

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### Policy introduction and aims:

At Nesbru videregående skole, we are devoted to learning. We firmly believe that the development of language and literacy skills is both important and fundamental to the promotion of life-long learning. We consider multilingualism a major means of promoting international-mindedness and in increasing our intercultural awareness and understanding. Therefore,

- The school places importance on language learning, while still respecting the importance of first language development for cultural identity and understanding one's own culture.
- We promote appreciation of the richness and diversity of language in our school community.
- Teaching and learning address the diversity of student language backgrounds.
- We emphasize that language, by its nature, is integrated into all subjects and areas of the curriculum and that all teachers within the school are considered language teachers.

### Links to the IB Learner profile:

As IB learners we strive to be	
<b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspective of other individuals and groups.	<b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and tradition of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### Links to approaches to learning (ATL):

Skills	
<b>Communication</b>	The ability to communicate in written or oral forms, to listen and understand, or make others understand, is crucial, not just for academic success, but for participation in global citizenship throughout one's lifetime.
<b>Social</b>	These skills go hand-in-hand with communication. Both skills are crucial to fulfil the IB's mission statement which encourages students to "understand that other people, with their differences, can also be right."

**Relevant International Baccalaureate publications:**

IB publication	Contents
<i>Language and learning in IB programmes</i>	Description of the philosophies, theories, pedagogy and policy that underpin the development of multilingualism. Also includes guidelines for developing a school language policy.
<i>Guidelines creating a school language policy</i>	Understanding the rationale behind the need for a school language policy, and the practices that this policy encourages all members of the school community to follow .
<i>Approaches to Teaching and Learning in the Diploma Programme</i>	Understanding how “Every DP teacher is a language teacher.”

**Diversity of Nesbru’s student population and overview of language requirements**
**Nesbru’s national study programmes:**

The majority of Nesbru’s students have Norwegian as their first language, but a growing percentage are students who have neither Norwegian nor English as a first language. Since 2021 Nesbru has a class for students who are new to Norway who can earn credits for first-year courses while acclimating to Norwegian language and culture.

For students enrolled in the Norwegian national educational system, all students must study Norwegian in all three years of upper secondary school and English for at least one year. Students enrolled in the Educational Programme for Specialization in General Studies (*Studieforberedende utdanningsprogram*) are also required to study a second language for at least two years. The school offers classes in French, German and Spanish at various levels in this programme.

**IB Diploma Programme Language Courses:**

Nesbru offers the following language courses:

**Group 1: Studies in Language and Literature**

- English A Literature HL/SL
- Norwegian A Literature HL/SL
- Language A Literature SL (School-supported, self-taught)

**Group 2: Language Acquisition**

- English B HL
- Norwegian B HL/SL\*

Students enrolled in IBDP must study a least two languages: one must be from Group 1 (above,) and one from Group 2. Some students qualify to study two Language A courses and then are not required to have a Group 2 course.

For most students in the IBDP these course offerings are adequate to meet the requirements for the IB Diploma and fulfil the language requirements for entrance to Norwegian universities. However, there are some students who need an additional offering of Group 2 subjects to fulfil IB Diploma requirements. Nesbru uses online provider, Pamoja Education to give students more options with one of their Language B SL or Language *ab initio* courses.

\*Students are also given the option to study Norwegian B SL along with the Higher Level class, but Norwegian universities require at least Norwegian B HL for entry requirements.

### Responsibility:

At Nesbru, we regard the continuous development of first language as crucial for maintaining cultural identity. Furthermore, we recognize the importance of acquiring and developing second language proficiency to allow interaction and communication with people belonging to other cultures and promote internationalism and intercultural respect. The responsibilities of the various members of our school community is summarized in the table below.

Group	Responsibilities
The School Leadership Team And IBDP Coordinator	<ul style="list-style-type: none"> <li>• Utilize resources for establishing required subject groups in first and second language as dictated by the national and IB requirements</li> <li>• Invest in qualified and professional language teachers for the language of instruction, host language and other languages</li> <li>• Promote and maintain focus on both first language and second language development</li> <li>• Promote and maintain focus on learning host language, Norwegian, for students and staff for better integration in local community</li> <li>• Promote language diversity and multilingualism as values throughout the school community</li> <li>• Promote development of literacy skills in all subjects</li> <li>• Review and update the Language profile regularly</li> <li>• Enable first language development through support of Language A Literature self-taught SL by utilizing resources for school-based coordinator and by finding suitable tutors where appropriate</li> <li>• Utilize resources to allow students that cannot access second the language classes offered by the school by supporting online learning of second languages</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Support the principle that all subject teachers are also considered language teachers in our school and establish classroom practice to reflect this</li> <li>• Establish classroom practice that focus on literacy skills in all subjects</li> <li>• Establish a classroom practice where teaching and learning addresses the language needs of both first language speakers and those learning in a language other than their first tongue</li> <li>• Continually evaluate the learning outcome of students through formal assessment practices and use adapted learning techniques where student language proficiency may reduce their learning outcomes</li> <li>• Supervise Extended Essays in Language A or Language B courses</li> </ul>
Parents and legal guardians	<ul style="list-style-type: none"> <li>• If applicable, show support of first language development through support of Language A Literature self-taught SL by functioning informally as tutor or aiding the school in finding tutorial support.</li> </ul>

## Current language practices and resources

### Language of Instruction

English is the language of instruction in all Diploma Programme subjects except Norwegian A, Norwegian B, and other non-English Language B classes. Student English proficiency is assessed during the admissions process.

### Language of Communication

English is used in the classroom and is the encouraged language for communication among students and between students and staff, to promote inclusion of those without Norwegian proficiency. When all students are fluent in Norwegian, its use is encouraged to help IB students engage with the wider school community. Students are free to communicate in any language they feel comfortable with.

### Classroom and Assessment Practice

We recognize that language affects learning, and that all teachers are language teachers in their subjects. Teachers model good language use, teach vocabulary, and support cross-disciplinary terminology. They create safe environments that encourage varied communication and help students improve accuracy, clarity, and appropriateness in the target language. Teachers regularly use activities that build literacy skills, including numeracy, reading, writing, oral communication, and use of technology. They also identify and address language challenges at individual, group, or class level.

### The Library

The library is the school's study hub. The staff continuously updates its collection, offering textbooks, fiction, and nonfiction mainly in English and Norwegian, plus a smaller selection for self-taught Language A students. Norwegian textbooks for national subject equivalent to the IB curriculum are available to support students whose first language is Norwegian. The librarian, trained through IB workshops, guides IBDP students in using library resources for research and the Extended Essay.

### Students with Special Needs

Teachers and staff are mindful of the needs of students with academic, social, or personal challenges. If differentiated teaching and classroom adjustments do not suffice, the counsellor, homeroom teacher, and DP Coordinator review the case and set an action plan.

## Support of First language

### Norwegian A

As the majority of our students have Norwegian as their first language, Norwegian A Literature is a very common subject choice among our students. This is further strengthened by the national requirements to either study Norwegian A or Norwegian B in the Diploma Programme to have access to higher education in Norway and to be eligible to receive scholarships and student loan from the Norwegian State Educational Load Fund.

### English A

Norwegian students are generally very competent in English after having studied English since their first years in primary school. However, English A Literature is not a natural choice for many

Norwegian students as they feel English B HL is more appropriate for them and their needs. As such, with English A Literature the school offers a subject that allows foreign students from English-speaking schools or Norwegians from internationally mobile families to continue studying their language of instructions in the Diploma Programme while at the same time providing a challenging course for Norwegians with a national background who want an additional challenge or who have an interest in literature.

### **Other Language A offers**

A student with a different first language than the two offered by the school, may study his or her first language as an independent, self-taught course at standard level. Our Norwegian A Literature teacher is the coordinator for students who choose this self-taught option. He makes sure a tutor is available in the language, makes sure the student is keeping up with work in the subject, and that the student has access to the works of literature. He oversees the conduct of the internal assessment oral component for submission to the IB.

In the past four years, the school has offered students the following self-taught languages: Arabic, Russian, Ukrainian, and Swahili.

## **Support of second language**

### **English B**

Although Norwegian students and most of our international students are competent in English, it is the school's experience that some of our students are not prepared for difficulty level English A Literature, even at standard level. This is especially apparent in the written communication skills. As a result, the combination of Norwegian A and English B is a common choice for our students. We do not offer English B at standard level based on student proficiency in and previous exposure to English. Our school is considering phasing out English B altogether in the next few years, and replacing it and English A Literature with English A Language and Literature, as this course may be better suited to the English language needs of a majority of our applicants, or perhaps limiting English B as a course choice of students on a case-by-case basis.

### **Norwegian B**

Our school is located near many large international employers who have, over the past decade, relied more and more on employees from abroad, mainly in technological fields. More frequently, applicants to our school come from the nearby Asker International School which offers the PYP and MYP. For many of these students Norwegian B is the natural choice for second language. However, due to changes in Norwegian higher education language requirements from 2020, students planning to continue studies in Norway after completing the IBDP must have at least Norwegian B Higher Level, or privately complete a state language exam as detailed on the website of the Norwegian Universities and College Admissions Services (*Samordna opptak*).

Norwegian B is also considered an ideal course for integrating students into Norwegian society in an otherwise English-speaking programme. Students in this course have a wide range of levels of language proficiency. Until two years ago, DP1 and DP2 cohorts were taught together in this course. Now we have a full Norwegian B class in each year group.

**Other Group 2 Language offers (French, Spanish and others)**

Because there were so few requests each year for other Group 2 languages, students who want or need another language can choose online provider Pamoja Education (at the cost of the student). The school-based coordinator (currently the DP Coordinator) follows up with these students and arranges for assessment situations as required by Pamoja and IB. In the past five years, the school has registered students for Mandarin *ab initio* and Spanish B, and French *ab initio*. The numbers of students choosing this option each year has ranged from 0 to 3 over the past five years.

**Links to other policy documents****Links to Admission Policy**

As part of the admission process to the Diploma programme, the language proficiency of the applicants is evaluated through formal documentation supplied as part of the application. Where in doubt, the DP coordinator may schedule an interview with the applicant. The language proficiency may affect the subjects the student is advised to study in the Diploma programme.

**Links to Inclusion Policy**

Students with special needs may apply for special arrangements in written examinations such as extra time and the use of word processor with spell-check. In oral examination, such arrangements can include extra preparation time.