

Hampton High School: An International Baccalaureate World School IB Diploma Program Language Policy

Introduction:

International Baccalaureate World Schools are required to have a written language policy. This document includes provisions for second-language teaching and mother tongue language support that meets the needs of students and reflects the principles of the IB Diploma Program at Hampton High School. At Hampton High School (HHS), the IB Diploma Program Language Policy sets out the philosophy and aims of language teaching and learning. It reviews the currently available options that students have in Group 1 and Group 2, the Hampton High School English Language Learner Program, and our support for learning mother-tongue languages.

Philosophy:

At Hampton High School, we believe that:

- Language is a primary means of communicating and learning.
- Language acquisition is a life-long process and is a central component of intellectual and personal growth.
- Proficiency earned in one language is transferable to other languages, and language proficiency assists the student in acquiring competencies in other curricular areas.
- Language is an expression of culture and should be valued.
- The development of a student's first language is critical for maintaining cultural identity.
- Language learning promotes internationalism and multicultural understanding.
- Language learning must be fostered in all aspects of the school community.
- All teachers are language teachers.
- Equity of access to IB courses is a fundamental right of all qualified students.
- Teachers must strive to work with students to meet their language needs.

Aims:

At Hampton High School, we strive to have a language program that:

- Enable students to learn and use language effectively, appropriately, accurately, and confidently.
- Develops oral and written communication.
- Provide a variety of opportunities for students to develop and use language skills.
- Encourage students to explore language and literature as a means to understand the differing perspectives of people from other cultures.
- Develop students' awareness of the role of language in other areas of the

- curriculum and to other ways of knowing.
- Provide opportunities for student enjoyment of language and literature.

International Baccalaureate Diploma Program Language Offerings

The primary language of instruction at Hampton High School is English. Exceptions are made for our Language B courses, where instruction is conveyed in the target language.

Hampton High School offers Language A: Literature (IB English HL) as the only classroom opportunity for Group 1 (Language A). All students who make the decision to enroll in this IB Group 1 option must do so at the Higher Level. The IB English faculty use the prescribed course requirements as set out in the IB Language A: Literature Subject Guide. Students are urged to value the artistry of literature and to develop an ability to reflect critically on their reading. Students enrolled in the course study works in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. Students are assessed according to IB Diploma Programme policies as described in the Language A: Literature Subject Guide.

Foreign Language instruction in Hampton City Schools is provided starting in the seventh (7th) grade. The majority of middle schools offer Spanish 1 and II during the 7th and 8th grade years, while some schools offer French 1 and II during the 7th and 8th grade years. Students entering the Hampton High School IB Pre-Diploma Program are encouraged to take languages during their middle school experience, though it is not a program requirement.

Hampton High School current offers three different language options for students who participate in the IB Diploma Program. These three language options are French, Spanish, and German. French and Spanish students have a choice to prepare for examination at either the Higher or Standard Level. Students who choose to focus on German during their Diploma Program years must do so as an *ab initio* student. German Diploma Program students cannot have experience with the language before taking part in the course. All formative and summative assessments are assessed using the Diploma Programme criteria outlined in the IB Language B subject guide.

Hampton High School IB Diploma Program Language Policy Review

The IB Diploma Program Coordinator created the Hampton High School IB Diploma Language Policy during the 2013-2014 school year. The IB Diploma

Program Faculty and the Hampton High School administrative team have reviewed the policy. It is the responsibility of the IB Diploma Program Coordinator to ensure the success of the Language Policy review. This policy will be reviewed annually starting with the 2014-2015 school year.

English as a Second Language Program

Hampton High School is proud to offer the only English as a Second Language (ESL) Program among the four high schools in the city of Hampton. The English as a Second Language Department strives to provide instructional support to students and families that speak a language other than English as their first language. If a student is found eligible for ESL support, he/she will attend Hampton High School's ESL center. Transportation is provided by HCS at no cost to the family. All instruction is provided to ESL students in English. It is the goal of this program to prepare students for academic success in the regular classroom upon completion of the program.

Hampton High School has two certified ESL teachers to provide instruction in English 9-12 and English as a Foreign Language classes. High school ESL students receive English credits and foreign language credits upon successful completion of these classes. ESL students attend up to three ESL classes, per semester, depending on their language proficiency level. ESL students have to take and pass all End-of-Course (EOC) exams and SOL tests in order to graduate.

The language proficiency screening consists of a listening, speaking, reading, and writing component. Potential ESL students in grades K-12 must take this assessment before they can register in a Hampton City School. At the completion of the screening, the student will be directed to the appropriate school for ESL or the zoned school if no ESL services are needed. A parent or guardian must accompany the student to the ESL office for the screening to be administered.

It is the parents' right to refuse ESL services and enroll the student in the zoned school. Once a student has been identified as Limited English Proficient, he/she will be re-evaluated yearly. Parents will be notified of the testing dates and results by mail.

Additional information about the English as a Second Language Program can be found on the Hampton City Schools website. The URL is <http://www.hampton.k12.va.us/departments/esl/esl.html#.U4tpUcYgxvA>.

Communication with Non-English Speaking Parents:

Hampton High School recognizes the importance of effective and timely communication with parents. In cases where communication is required with parents who do not speak English as the primary language:

- Hampton High School staff will seek out translators to ensure that communication between parents and the school.
- If a translator cannot be found amongst staff members, HHS staff will seek out community organizations or other families in the community to help fill this role.

Extra Curricular Language Opportunities:

Hampton High School encourages students to take part in clubs that will provide them with enrichment opportunities related to other languages and cultures. The goal of this is to help students to become more internationally aware. The clubs that are currently offered at Hampton High School are:

- French Club
- German Club
- Spanish Club
- Spanish Honor Society
- International Club

Mother Tongue Support

Hampton High School recognizes the need to have a system in place for supporting a student's mother tongue. Information regarding a student's mother tongue is shared with teachers at the beginning of the school year. Teachers are encouraged to differentiate instruction to highlight and celebrate cultural diversity.