

Needham B. Broughton High School IB Diploma Programme Language Policy

Language is central to many human experiences. Language shapes thought and is a mode for communication, inspiration, reflection, and connection with others. The International Baccalaureate Diploma Programme at Broughton High School emphasizes the learning and use both of the mother tongue and of new languages. It is important for students to continually develop their use of their heritage language so that they can be connected with their home cultures and families and also engage in increasingly complex academic work that is read, written, and studied in that language. It also is important for students to develop their use of new languages so that they can communicate with individuals of different cultures and nations and become more globally aware, empathetic, and adaptive.

Language Profile

At Broughton High School, the majority of students are native English speakers, and English thus is the primary language of instruction. There also are students of other language backgrounds, and the most common mother tongues of these students are Spanish, Arabic, and Burmese. The Diploma Programme presents slightly different demographics from the whole school. The majority of students have a heritage language of English, and a few have other language backgrounds, including Spanish, Danish, French, Italian, Mandarin, Slovak, and German. As a result, there are students at Broughton (and in the Diploma Programme) who present a variety of language backgrounds, and we work to ensure all students' continual development of the mother tongue and of new languages.

Studying the Heritage Language

The study and practice of speaking, writing, listening, and reading in the mother tongue is an important part of contemporary education. Whereas English is the primary language of the student body, it is also the primary language of instruction, and all students take English courses to satisfy both IB and North Carolina graduation requirements. However, Broughton also encourages the continued study of languages other than English for students who are not native English speakers. As a result, we offer a Spanish for Native Speakers course. Also, students are welcome to take the Self-Taught Literature SL (Language A) course in their mother tongue. In recent years, students have studied literature in Spanish, French, Slovak, Swahili, and Danish, and the course is available in any language offered by the IB. In these courses, students engage with a variety of texts, both informational and literary, to further close reading and analysis. Finally, when possible, students for whom English is not a native language are allowed to submit their Extended Essays written in their heritage language.

Learning New Languages

Students are strongly encouraged to begin studying new languages upon entering Broughton (and often while they still are in middle school), and language acquisition courses are required for university admission in North Carolina. Currently, we offer courses in Spanish, German, Mandarin, and French. In the Diploma Programme, all students are enrolled in language acquisition courses, and we offer all languages at the HL and SL levels, depending on the most appropriate choices for individual students. We also offer Mandarin ab initio for students who have not studied new languages prior to the program. Across all language acquisition courses, students develop reading, writing, speaking, and listening skills as well as comparative cultural knowledge and international/global perspectives.

Students who enter Broughton with a mother tongue other than English are supported through the English as a Second Language Program, which provides classes in English as a new language, sheltered content area classes, and specialized tutoring classes. Students are admitted into the program through an assessment of

their English language skills and can be exited from the program as their English skills improve. Whereas the school's primary language of instruction is English, the English as a Second Language classes help students develop English skills, and content area teachers also provide personalized accommodations for reading, writing, and assessments to facilitate student success. Examples of such accommodations include the use of translating dictionaries, the substitution of different texts, increased use of graphics to display content, extended time for assignments, and reduced length for assignments.

At Broughton, we recognize that one of the most valuable ways of learning new languages is through experience. As a result, our students engage in many study abroad experiences and exchanges, most recently in France, Germany, Spain, and the Dominican Republic. However, given the multilingual nature of our school and community, there also are opportunities for students to practice their language skills locally through experiences such as conversations at the Broughton International Festival, tutoring Spanish-speaking students at a local elementary school, partnering with students in the English as a Second Language program for tutoring and other experiences, Skyping with individuals and classes in other countries, and reading/watching and discussing news programs from other countries in the target languages.

Language Policy Publication and Evaluation

The IB Diploma Language Policy will be continually evaluated by IB teachers and will be officially reviewed and updated yearly in a meeting of IB Diploma faculty members. It will also be available publicly to students, their families, and other interested parties via the Broughton IB website and presented to students and their families during meetings regarding the program.

Policy Acknowledgement

At the beginning of each school year, students will work with the IB Coordinators to review and discuss the program policies that are available on the Broughton IB website. Students will sign the following statement to indicate their understanding. "I have reviewed the Academic Honesty, Assessment, Language, and Special Needs policies that are available on the Broughton IB Programme website, and I understand that these policies outline my rights and my responsibilities as an IB student. I understand fully and will abide by each of these policies. I also understand the negative consequences for infractions. Furthermore, by signing this statement, I acknowledge that all work that I submit to my teachers, IB coordinators, other school faculty members, the Managebac site, and the IB for internal or external assessment, including via eCoursework, is indeed authentically mine."