

## **Language policy.**

**All IB teachers are aware that they are also language teachers.**

This is a policy we assess and discuss each year. It is continually in focus and development.

Sandefjord Videregående Skole promotes the importance of good language skills in both the student's mother tongue and a number of additional languages.

The official school language is of course Norwegian and the majority of the school community has this as their mother tongue.

This language has two forms: bokmål and nynorsk, and it is normal practice to use and understand both language forms. However, in our district, bokmål is the predominant language. Students are able to obtain textbooks in both languages and most students are required to take language proficiency exams in both languages.

**English is the language of instruction and the working language of the IB Diploma programme.**

**Language A** for most students is Norwegian, their mother tongue. In addition to this, the school offers English A too, both at SL and HL. Nearly 50% of the students choose to have two language A subjects, and we offer:

English A : Language and Literature and Norwegian A : Literature.

**Language B** covers English, Norwegian (to those who do not have Norwegian as their mother tongue) along with French, Spanish and German, which are offered at ab initio, SL and HL.

The school and education authorities have a policy that encourage all students to learn Norwegian, the language of their country. This is a requirement for Norwegian universities and for general communication and future vocation in Norway.

All students must have a certain proficiency in English before starting the Diploma programme, but they do not have to be fluent speakers.

The school library accommodates a variety of reference books and novels in both English and Norwegian along with films, DVDs, newspapers, magazines and digital media access to a variety of newspapers, encyclopaedias etc

Academic writing is part of every subject, in order for students to achieve success writing internal assessments, EE, exam essays etc. Precision in language and context is essential. Many students need guidance in this. The limitations word count creates and the time limit for exams make it necessary for all students to acquire a high language competence. The job of the teacher is to help students "get there".

We observe that most IB students use English when communicating outside class, which we strongly encourage. This increases during years when we have students

that are not fluent in Norwegian. We are aware of the importance of language not excluding people. Therefore, English is always spoken in groups when students lacking language abilities in Norwegian are present. The principle of not excluding anyone based on language, is relevant throughout our department, and is also important in communication with parents. Parents can choose the language they want to communicate with the school and we can always offer translators if our common language is neither Norwegian nor English.

**The role of Pre-IB in introducing English language as a communication and working language is a wise step towards adapting to the IB demands on language proficiency.**

### **School Web Site and Programme Information.**

The information about the IB programme on the school web site is mostly in Norwegian. However, the IB programme does have an English version.

<http://www.vfk.no/Sandefjordvgs/Utdanningstilbud2/Studieforberedende/International-Baccaleaureate-Diploma-Programme-IB/>

### **Books and additional learning material.**

To cover the curriculum, the IB programme at SVGS uses books in English in all subjects.

The school library has books in English, and orders books from other libraries, without cost, for the students when needed.