



IB Diploma Language Policy

English is the working language of the Diploma Programme and the medium of instruction at Haileybury. All subjects other than the languages are taught in English. Students write their Extended Essay (EE) in English unless it is a German or Italian A extended essay. Theory of Knowledge essays, Internal and External Assessments are presented in English. All CAS paperwork must be completed in English.

Students in the Lower Sixth (Year 12) must have proven ability in English to be able to handle the Diploma requirements. This is established by examination before admission. ESL support is provided in lower and upper sixth, all teachers endeavour to provide ESL support as required.

Group 1- Language A

The school offers English A- Literature and Language and Literature courses at HL and SL, Italian A and German A Literature as 'taught' courses at both H and S L.

In order to be enrolled in the above, a student should be able to demonstrate adequate fluency in the language and competency in literary analysis which is assessed on entry.

No self-taught Language A courses are presently allowed but this is reviewed regularly.

Group 2

Language B, Ab Initio

At present the school offers French, Spanish and Italian. The school makes decisions about the suitability of pupil for these courses based on initial assessment.

- This is a fast-track foreign language course open to a pupil who:
- Has no more than phases 1 or 2 experience of learning the language;
- Is not the mother-tongue of either parent, regardless of their passport country.

Language B HL/SL

At present the school offers Spanish, French, and by special request German. These courses may be offered to a pupil who:

Has adequate fluency in the language - which would usually be a result of three or more years of study of the language; The above would be measured on performance in iGCSE or other equivalent courses.

Whether the pupil is eligible for the SL or HL level course is on recommendation of the teacher/HOD

Mother Tongue

The speaking of mother tongue is encouraged at Haileybury. At present we offer three Mother Tongue languages (English, German and Italian). New Language A subjects will be introduced that reflect our ever changing demographics. Extended Essays are also conducted English, French, German and Italian A.

Co-curriculum and Pastoral Support

Delivery of the co-curriculum is in English. Sport, Music, Drama and CAS activities off site require pupils to talk to English speakers of different ages and backgrounds. Pastoral support in the boarding houses is through English speaking staff. Language teachers provide an alternative source support for Italian, German, Spanish and French speaking pupils. The International Society provides support for all international pupils and provides introductions and opportunities to talk with other pupils in a pupil's native language.

All teachers are language teachers and as such here is a list of tips for facilitating the teaching of EAL learners

Guidelines for use of dictionaries:

The use of unannotated non-electronic translating dictionaries may be brought into a non-language examination for subjects in Groups 3-6. No sharing of dictionaries is permitted and the school will not provide spare copies of any dictionary. The only exception to this regulation is in the Latin/Greek examinations when an unannotated translating dictionary is permitted, regardless of the Group A Language.

EAL Strategies & Suggestions	Summary of EAL strategy & suggestion
Google Translate	This is easy to use once rest of the class has started on independent learning and easily translated into various languages just by changing the language choice. – can only display one language at a time though unless planned in advance of lesson when you can copy and paste translated instructions into a word document. You can also train a good English speaking role model to type in google translate to aid peer learning.
Literacy sentence starters or vocabulary cards	Giving EAL pupils these will help them become more independent in writing tasks.
Resources –visual, audio, kinesthetic (VAK)	Pupils learn and develop their skills in different ways. Using these resources will support pupils to develop their written and spoken tasks/skills. Also using visual aids will help pupils relate the images/pictures to words, which again will support their language and literacy skills. Resources could be teacher produced.
Translating various words, phrases and sentences.	Pupils will be able to translate English vocabulary into their own language to support and develop their literacy skills.
Bi-lingual dictionaries	Use commercially produced products and look for online products. Encourage older (literate) learners to develop their own bilingual key word lists for subject areas. Some pupils may have their own electronic translators.
Websites	www.mes-english.com has some resources, flashcards, worksheets etc. Useful websites can be found in the EAL toolkit. Online resources
Home language writing - use of translation sites	Values home language – shows student ability – highlights similarities/ differences in language structures
Sentence starters and vocab banks	These can aid pupils when they are completing extended writing tasks. Also give them options of words that they can fit into sentences to make them make sense.
Highlighter pens	Use highlighter pens to enhance key words.
Word Frames/Scaffolding	Give pupils partially completed paragraphs and give them a selection of words to complete the sentences. Use sequencing activities (sentences matched with pictures).
Multimedia	Using video, music, pictures alongside words/sentences/paragraphs.
The written word	Avoid the cursive style when writing. Some handwriting styles can be very confusing for early stage learners when they are copying. Print.
New Words	Pre-teach key words. This can be as simple as including a short word bank at the start of new lessons. Either have the students write out 2-3 key words and definitions that they will hear regularly in the lessons to follow. Keep the definitions short and sweet.

Scaffolding language	Scaffolding language – Modify your language to match the language level of the student. If the student is a beginner in English, focus on key words or simple sentences. This creates fewer words for the student to focus on (or alternatively get lost in). Use simple sentences, simple words, and SLOW DOWN SPEECH! This will be useful for all our students as well. Avoid using Pidgin English though.
Provide feedback	Use appropriate feedback to highlight student errors and correct appropriately by modelling correct forms. Any errors are quickly identified and dealt with to reduce problems. Provide examples of patterns of language. However, with early stage learners, respond to the content of what they say rather than the form. Too much correction at an early stage will have a negative impact on their self-esteem and confidence when using the new language.
One to one support	Think about how you use additional support staff and when/where possible the teacher could work with individual pupils .This is particularly important when writing pieces of text or comprehending texts.
Self and Peer Evaluation	Develops critical thinking and provides models to develop understanding.
Buddies	Pair students up in small groups of 2/3. It is beneficial for EAL students to work with students who also do not speak their language. It encourages them to immerse themselves a bit more. It is beneficial for the student to have access to a student who can translate for them in extreme cases but having a translator all the time is not going to create opportunities for the student to grow and learn the language. Try not to pair this student with too many different students but be consistent with who is working with them. (This can also help instils tolerance in the English speaking students because bonds are formed.) Increasing interaction between pupils in the classroom will create confidence and opportunities for learning. Provides a safe environment to explore and practice language.
Small group work	Provides models to guide language development; develops listening skills.
Group or pair EAL pupils together – Peer Support	EAL pupils working in pairs or groups will be able to support each other in their learning.
Flash cards	Use Google Translate to translate key words – provide pupils with these to use in lessons and at home.
Model answers	Shows what is expected and provides confidence to students. Teacher can provide model answers and/or fellow pupils can provide model answers.
Monitoring	Monitor strategies used and whether they are working for individual pupils and groups of pupils. Also monitor pupil's performance, progression and level of engagement.
Who to sit next to	Who they will sit with (ideally a child who speaks the same first language but is more advanced in English or a supportive English speaker) will both support and affect their progress.
Where to sit	The child should sit preferably near the front to ensure they can hear and see everything the teacher says and does.
Seating plans	Sometimes it's good for pupils of the same language background to sit together and help each other but sometimes it's best if they don't! Trial and error. May change with different tasks. Ensure they sit at the front where they can see the board and the teacher.
Recording common errors	Focuses planning for future practice.

Data	Use of data will assist in identifying practical, appropriate targets.
Modify your speech	Speak clearly and enunciate using authentic natural language Use shorter, less complex sentences for pupils in earlier stages. Use a slightly slower rate of speech – being careful to maintain the natural rhythm and flow of the language. Be careful of idioms and slang. Explain them when they occur
Respect the native language	Encourage pupils to compare and contrast their languages. Recognise that first language is a tool for learning.
Comprehension/clarification	Check for understanding by asking pupils to re-state the task. Comprehension will also be shown by the pupil's actions. Ask pupils to illustrate and or describe the task and steps involved to a partner. Ask pupils to act out or role play instructions. Allow sufficient waiting time for responses,
Questioning	Closed questions to develop confidence and motivation before advancing to open ended questions.
Say and repeat	Show/say keyword and ask pupil to repeat it. Ask again throughout the lesson and during the plenary.
Rephrasing	If pupil does not understand something, rephrase to help them understand better.
Glossary	pupils could compile new words and meanings.
Single work instructions	Allows the pupil to focus on instructions rather than many words.
Clear stepped instructions	For complex tasks explain in small steps checking pupil understanding after each step.
Sarcasm	Eliminate sarcasm and figures of speech. Metaphors and sarcasm are generally lost on EAL students. They are so focused on understanding the language that everything is taken literally.
Slang	Avoid slang. It is going to be difficult enough for EAL students to learn in an environment where they do not understand even very common forms of language – Don't make it more difficult.
Participation	Encourage student involvement and student talk – This can be very difficult however because generally EAL students do not want to participate in classroom activities and are significantly shyer than other students. To overcome this problem, it is necessary to intentionally create opportunities for EAL students to participate in the lesson in small group situations. This will help students learn, practice and rehearse language. Most EAL students do not have the opportunity to practice English at home therefore it is important for them to have as many opportunities as possible to practice in the classroom.
Think Time Questioning	Allow for more think time when asking questions. *Think time* can be used in many different ways. Ask the class as a whole before asking a student. This allows the whole class to think about what their answer could be because any one of them could be asked. When you isolate one child to answer the question before the question is even asked or worded the other students in the class sometimes take this as an opportunity to *shut off their brains* because they know the question is not targeted at them. Even if you are not asking an EAL student, they are still encouraged to think even if they are not asked to answer.
Repeat and Rephrase	Repetition is important at all stages of language learning. When a student gaining in confidence in English constructs a sentence incorrectly or uses a word inappropriately you can recast what they say and model back the correct form. Think about opportunities when you can repeat or draw attention to the correct form later in the lesson or in future lessons either through talk or text.

Bilingual translations	Ask pupils to write/say what key words are in their first language. This makes them feel as if their language/nationality is valued. Also good indication of their literacy skills in first language.
Speaking/Listening	Give EAL pupils the chance to develop their S/L skills with their peers in small group situations and collaborative activities.
Personalised questioning	Qualifying understanding of task, content – improve independent work
Speaking slowly and clearly and check understanding	Slow down speech to make the meaning clear. Make sure that you do not mumble or use slang and check that what you are asking is understood. Will build confidence and vocabulary
Relevant cultural examples	Try to introduce new topics/themes by incorporating relevant examples from a variety of cultural sources which are relevant to the EAL pupils' experience.
Very short tasks/chunk lessons	EAL pupils are able to concentrate better on three or four short tasks rather than one long one. Raised concentration levels/alertness.
Teacher Accessibility	Maintain accessibility – Allow pupil to come to you out of class time.
Pupil's Mother Tongue	<ul style="list-style-type: none"> • Use dual language texts. • Same home language paired talk- this is beneficial for all stage learners to record in home language. • Encourage early stage learners to record in home language. • Effective deployment of bilingual/additional adults to: <ul style="list-style-type: none"> -provide context for lesson -pre-teach text, skills, vocabulary, linguistic structures and concepts • Encourage pupils to compare and contrast their languages.
Comprehensible Input	<p>Make teaching understandable through a variety of techniques:</p> <ul style="list-style-type: none"> • Use visuals, realia, manipulatives, and other concrete materials • Use gestures, facial expressions, and body language • Modify your speech <ul style="list-style-type: none"> ○ Speak clearly and enunciate, using authentic natural language ○ Use shorter, less complex sentences for pupils in earlier stages ○ Use a slightly slower rate of speech – being careful to maintain the natural rhythm and flow of the language ○ Use longer, but natural pauses ○ Use fewer pronouns ○ Use intonation, volume and pauses to aid meaning • Contextualise ideas in relevant real-life ways.'...just like you did yesterday with...' • Repeat, rephrase, and/or paraphrase key concepts, instructions • Provide only essential information when giving instructions • Be careful of idioms and slang. Explain them when they occur. • Encourage participation and interaction • Synchronise speaking and reading with pointing(including draw/write as you speak approach)
Plan for language learning	<ul style="list-style-type: none"> • Include language development objectives in planning • Consider the language demands of the lesson • Identify the language function/s (no more than 2) • Identify the structures needed to express the functions • Explicitly model the language (text and talk) • Give pupils opportunity to use and rehearse the language orally