Garodia International Centre for Learning Mumbai

Language Policy

Garodia International
Centre for Learning Mumbai

GICLM Language Policy: Contents

Language Policy

The GICLM Language policy helps create a culture of learning that provides clear direction to the community about expected communication. This policy makes explicit the school's commitment to the development of good practice and sound procedures and will be shared with the community and posted on the school website. The Language policy explicitly supports the school IB Learner Profile[1] and Cambridge Learner Attributes[2] and GICLM **Academic Honesty and Admissions policies** through its practice and understandings.

An effective GICLM Language policy recognises:
a. All teachers are language teachers with a duty to support learners appropriately.
b. That mother language learning is central for all students building upon personal culture and linguistic practices.
c. That the acquisition of another language(s) alongside the mother tongue is important to enable learners to acquire the skills of effective communication in an increasingly multi-cultural world.
d. That all students should engage with the language of our host country (Hindi) at some level.
e. That language learning should respect and reflect the cultural heritages and Language Profile of our core community (Hindi) alongside the desire to develop English as a first language.

This policy applies to all students, staff, Board members, volunteers and parents at GICLM. It also aligns GICLM to external bodies with whom we have a close operational relationship such as the International Baccalaureate Organization and UCLES.

School Policy
- GICLM will endeavour to enable all students to become proficient in a bi-lingual or tri-lingual manner within its core language of English supported by choices of German, French, Mandarin through a structured developmental program of languages offered throughout the School.
- All students will be enabled to follow, where possible and appropriate, their identified mother tongue as their first language. This is likely to be Hindi. Self-taught opportunities will be sought as appropriate.
- All students will follow at least one acquisition language or continue with a second first language to a level suitable for their language development as fits their personal language skills profile. Self-taught opportunities will be sought as appropriate.
- The common language of the classroom and assignments will be English in order to prepare for external examinations and courses.
- The reporting and assessment language will be English.
- GICLM will enable students to be admitted to the school with different proficiencies of other 'other' languages but a determined level of English will be required in order to access the curriculum.
- All students will sit a language tests in English on application to the school.
- Language skills are defined in all subjects as Listening, Reading, Writing and Speaking.
- GICLM will endeavour to communicate to the community in language(s) that is familiar to the recipient where English is not understood.
- The Learning Centre will reflect learning in all taught languages.

Language Philosophy

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[1] Appendix 1 p16
[2] Appendix 2 p 17

Language learning is at the heart of GICLM philosophy. It is central to learning and understanding with the ability to communicate amongst different voices in an increasingly global community. Language is concerned with four key aspects of learning: the nature of meanings, language use, language cognition and the relationship between language and reality[3].

Language learning plays a central role in the open and covert curriculum of a school community by:

- Enabling students to make sense of use language in an academic context, Specifically[4]:
    - Understanding and making effective use of the study materials.
    - Allowing effective subject communication by developing the specialized language and vocabulary relevant to each subject.
    - Interpreting questions and selecting relevant and appropriate material for successful responses
    - Writing well structured, fluently presented and coherently executed assignments in line with the **Academic Honesty policy**.
    - Working positively with other students in collaborative tasks
    - Enables learners to participate in an inspirational, creative and challenging learning environment.
- Providing communication skills essential for future happiness and success.
- Promoting mutual understanding and respect in an inclusive and rich environment providing access to other cultures and ways of thinking leading to an enhanced school community.
- Increasing self-esteem and confidence by encouraging the use of good first language learning alongside immersion in one's own culture, heritage and even family.
- Encouraging greater critical thinking and conceptual understanding through using language as a means to free the mind from intellectual constraints.
- Encouraging dialogue as an instrument of transformation leading to mutual understanding and cultural empathy. Dialogue leads to a clear identity and tolerance of other cultures alongside a spirit of seeking commonality that respects differences leading to peace and conflict resolution.[5]
- Linking language learning to school activities outside the classroom such as cultural celebrations and so on.
- Enabling the understanding and expression of suitable ethical values expressed through the educational goals within the GICLM humanist education philosophy in the **School Mission Statement**.

This policy is designed to ensure that all members of the school community are aware about what is expected of them, in order to develop as learners and maintain their own, and the school's reputation in the wider academic world.

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[3] From EPS Language Policy p3 with kind permission from Javed Khan, Acting Principal

[4] 'Language importance' list in subjects based on EPS Language Policy p3 with kind permission from Javed Khan, Acting Principal

[5] Comment adapted from Dr. Arief Rachman (2004) Mastery of Languages as a Key Factor to Facilitate a Good Dialogue for Inter-cultural Understanding, Conference document from Adelaide University.

Language Profile

Our language policy defines English to be the official **Working Language,** i.e. the languages in which the organization communicates with its stakeholders and in which it is committed to providing all services and documentation needed for the implementation of the various programmes.

The language in which the institution delivers its programmes and courses to its student population is also English. The **Response language** in which students engage in internal or external assessment would be English. The institution offers, in addition to English, other languages namely Hindi, French, German and Mandarin. The intention is:

- To have English as the institution's main working language
- To ensure that Hindi is offered to meet any national requirements and maintain a link with mother language and cultural associations. This may be either a working or response language.
- To offer opportunities for response languages in French and German (to provide a Western language) and Mandarin (an Eastern language)

While English is the language of instruction, the language policy allows for students to inquire in the mother tongue and the school is committed to providing as much diversity of language instruction as possible.

Our students come from varied language backgrounds and hence there is no one particular mother tongue. Every state has its own regional language. Since our students communicate in a variety of regional languages that they call their mother tongue, it is not feasible to cater to all their language needs.

Profile Summary

English	Hindi
• Curriculum followed is Cambridge and IB based. • Likely preferred language of students • Taught by native speakers	• First language of core number in the community. • Important language and culture in GICLM • A language of communication in families and outside school • Taught by native speakers

Additional opportunities:

Western language		Eastern language
French	**German**	**Mandarin**
• All genuine second languages acquired through EY, Primary and Secondary curriculum • Unlikely to be languages spoken within families • Taught by native or graduate speakers		

Language and Admissions

Admittance Procedures and Applicant Profile

Successful applicants come from a variety of schools both International and Indian curriculum focused. There is no common levels or structure of language learning from these types. GICLM cannot cater currently for students who do not have a working competence in English and they will not be admitted.

All applicants for EY/Primary complete an application form which highlights language competencies. Students may be interviewed to assess levels.

External Secondary applicants will take an entrance test to determine language competency in English. These scores will be reviewed.

For foreign languages: the level will be determined by interview alongside previous reports, possibly Checkpoint scores and any written references. These are used to place students into the appropriate class and language level. There is an 'open door' admissions policy for all students entering GICLM EY/Primary or Secondary whatever their foreign language levels.

Admittance procedures summary

English	Foreign language(s)
• All applicants have to pass an entrance test to satisfy school that they can cope with an English based curriculum	• All applicants will be reviewed as to levels and personal language profile • Students without competence in a foreign language will be admitted. Appropriate direction, support and individual timetabling will follow.

Language Pathways

- GICLM follows a Cambridge based curriculum from grades EY to grade 8.
- In grade 9, students follow the IGCSE examinations programme for both English (1st language) and Foreign languages as an optional choice (2nd or acquisition language).
- In grades 11/12 students follow the International Baccalaureate Diploma Programme (IBDP). Students follow English as their first language (language/literature option) with at least one acquisition language. Students with Hindi as a first language are able to follow as a First language or as a bi-lingual Diploma.
- Students are encouraged to speak English at all times whenever they are in school.

Summary

First Language English
- First language opportunity for all students from EY to Grade 12   - Literature studies enhance study from grade 6 onwards to prepare advanced students for a possible extra IGCSE in English Literature and for the IBDP course in language/literature generally.
Acquisition Foreign Languages EY to Grade 5 (Primary)
- French, German and Mandarin are offered to all students as appropriate to individuals.   - Hindi is compulsory according to nationality and national requirements
Acquisition Foreign Languages Grades 6 to Grade 7 (Secondary)
- Hindi, French, German and Mandarin are offered to all students as appropriate to individuals.   - Students will follow at least one western and one eastern language
Acquisition Foreign Languages Grade 8 (Secondary)
Students will specialise in one or two acquisition languages in preparation for IGCSE as appropriate to individuals and language potentials.
Acquisition Foreign Languages Grades 9 and 10 (Secondary)
Hindi, French, German and Mandarin are offered to all students as appropriate to individuals at IGCSE level. Maximum of two acquisition languages to be taken
Acquisition Foreign Languages Grades 11 and 12 (Secondary)
- All students on IBDP take at least one acquisition language B course in Hindi, French, German or Mandarin.   - Ab initio is available for all acquisition languages   - Group 6 opportunity for a second acquisition language is available

Supporting Language Development

- All language learning will occur formally and informally both in and outside the classroom.
- GICLM has initiated language enrichment through various programmes and aides like the school library, children's periodicals, class library, etc. Every class has a print rich environment, with a variety of books, both fiction and nonfiction, as part of their class library.
- In order to support our students in the language of instruction, we devote 20% of the class hours to English. In the primary years we offer programmes like Guided Reading, Sustained Silent Reading Write Steps and Novel Study in English in order to structure, guide and model their language skills. Students are made aware of new words and encouraged to use them in their regular communication. A weekly wordlist is also given to every grade to further enrich their vocabulary. In the higher grades we encourage the development of language skills through ways of self - expressions i.e. in the form of debates and discussions.
- As a part of our Annual Literary Week we also organize elocution competitions, literature quizzes, and inter- house debates at different competence levels.
- The Hindi curriculum is prepared in-house by the language experts keeping in mind the requirements of IGCSE as well as IB Hindi Curriculum Framework. Resources for the same are on the lines prescribed by the concerned board. The school celebrates Hindi Day every year wherein activities are arranged for the students. Students are also encouraged to take part in various inter - school competitions.
- In the IBDP, Speaking and Listening skills are first developed followed by Reading and Writing. We are also a PASCH school following the PASCH program. Teaching and assessment guidelines as well as resources and training are provided by the Goethe Institut. This is again done keeping in mind the curricular requirements of IGCSE & IB. All activities would be varied and differentiated to cater to our student's level of learning.

Scaffolding

- In cases where a student joins the school in the middle of the year with no prior knowledge of the second language, she/he are offered assistance after school in order to help them bridge the gap.
- Also, when a student has been identified with additional learning difficulties in languages, intervention and support are provided through differential learning, using mother tongue language, graphic organizers, and/or extra classes after school.

Assessments

- Assessments are conducted on listening, speaking, reading and writing skills at regular intervals of time. Students take the Primary Progression Tests of the grade(stage) level during the Primary Years.
- Students also appear for the Checkpoint and the IGCSE exams
- For policies related to Internal (Formative) Assessments, refer **Assessments Policy**.

Roles and Responsibilities

The language teachers review the teaching & assessment practices periodically, and also revise the same where needed.

- The teacher provides a conducive environment for learning without fear of ridicule and reprimand so that the students can develop confidence and competence in the language.
- The student has access to texts, newspapers, magazines, and other relevant material.
- The students are allowed to use Hindi to communicate during community service programs.
- Parents are also involved in the language learning process whereby they can reinforce what their ward has learnt in school. They are expected to provide age appropriate books, magazines, and other support materials to extend language learning.

SLT members is responsible for monitoring, implementing and providing support for the teaching and assessment of all language programmes.

First Language Progression and Outcomes

First Language courses will be progressive using criteria based assessment to judge development. An increasing level of sophistication is expected. Students may commence their language acquisition at any phase level on the continuum. The following is a guide to expected language competencies in Secondary School.

[6]

GICLM Grade 6 - 10		
Grade 6 **In order to reach the aims of language and literature, students should be able to:**	**Grade 8** **In order to reach the aims of language and literature, students should be able to:**	**Grade 10** **In order to reach the aims of language and literature, students should be able to:**
Objective: Analysing		
i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts.	i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts.	i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts.

Grade 6 **In order to reach the aims of language and literature, students should be able to:**	**Grade 8** **In order to reach the aims of language and literature, students should be able to:**	**Grade 10** **In order to reach the aims of language and literature, students should be able to:**
Objective: Organizing		
i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.	i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.	i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

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[6] Adapted from IBO Language and Literature Guide pgs 9-11

Grade 6 **In order to reach the aims of language and literature, students should be able to:**	Grade 8 **In order to reach the aims of language and literature, students should be able to:**	Grade 10 **In order to reach the aims of language and literature, students should be able to:**
Objective: Producing Text		
i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas.	i. produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas.	i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas.

Grade 6 **In order to reach the aims of language and literature, students should be able to:**	Grade 8 **In order to reach the aims of language and literature, students should be able to:**	Grade 10 **In order to reach the aims of language and literature, students should be able to:**
Objective: Using Language		
i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.	i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.	i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.

DP Language Programme Grades 11-12

For language requirements that we do not offer we will endeavour to offer a self-study opportunity.

At DP level the following language opportunities will exist:

Group 1	Group 2	Group 6
• English A Language and Literature SL/ HL • Hindi Language and Literature SL/ HL	• English B SL/ HL • French B SL/ HL/ ab initio • German B SL/ HL/ ab initio • Mandarin B SL/ HL/ ab initio • Hindi B SL/ HL/ ab initio • Self-study personal language	• Select courses from Groups 1 and 2 (to enable students to study 3 languages) • Self-study personal language

DP Language A and B Eligibility

Language A language/ Literature is a course for students with varied language profiles and may be multi-lingual. It is likely to be a course following their mother tongue. Students should have a good foundation of prior language learning in the targetted language as a first language. Students should have had experience of writing critical essays about texts, but not having done so does not exclude them from this course.

Language B is a course for students with some previous learning of the language. It is a language acquisition and development course.

Ab Initio is a beginners language acquisition and development course for students with no or very little previous exposure to the language.

Students and parents will advised of the correct language course and level based on student choices, eligibility, potential interview with the IBDP coordinator and the following factors:

- Previous school reports and recommendations
- Previous language course (eg MYP Language A or Acquisition, IGCSE, EAL)
- Stated mother tongue of student and nationality
- Previous domicile
- Final determination is that the suggested course and level must be a genuine language challenge.

DP Language A Outcomes

There are four assessment objectives/ outcomes at SL and at HL for the **language A: language and literature** course[7].

For Grades 11 and 12
1: Knowledge and understanding
— Demonstrate knowledge and understanding of a range of texts — Demonstrate an understanding of the use of language, structure, technique and style — Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning — Demonstrate an understanding of how different perspectives influence the reading of a text
2: Application and analysis
— Demonstrate an ability to choose a text type appropriate to the purpose required — Demonstrate an ability to use terminology relevant to the various text types studied — Demonstrate an ability to analyse the effects of language, structure, technique and style on the reader — Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meanings — Demonstrate an ability to substantiate and justify ideas with relevant examples
3. Synthesis and evaluation
— Demonstrate an ability to compare and contrast the formal elements, content and context of texts — Discuss the different ways in which language and image may be used in a range of texts — Demonstrate an ability to evaluate conflicting viewpoints within and about a text — **At HL only:** Produce a critical response evaluating some aspects of text, context and meaning
4. Selection and use of appropriate presentation and language skills
— Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication — Demonstrate an ability to use the oral and written forms of the language, in a range of styles, registers and situations — Demonstrate an ability to discuss and analyse texts in a focused and logical manner — **At HL only:** Demonstrate an ability to write a balanced, comparative analysis

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[7] IBO DP language and literature guide for first examinations 2013 pg 4

DP Language B Outcomes

There are 6 assessment outcomes for language B courses[8]:

1. Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding

2. Use language appropriate to a range of interpersonal and/or cultural contexts

3. Understand and use language to express and respond to a range of ideas with accuracy and fluency

4. Organize ideas on a range of topics, in a clear, coherent and convincing manner

5. Understand, analyse and respond to a range of written and spoken texts

6. Understand and use works of literature written in the target language of study (**HL only**).

DP Ab Initio language Outcomes

There are 5 assessment outcomes for language B courses:[9]

1. Demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics

2. Communicate clearly and effectively in a range of situations

3. Understand and use accurately the basic structures of the language

4. Understand and use an appropriate range of vocabulary

5. Use a register and a format that are appropriate to the situation.

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[8] IBO DP language B guide for first examinations 2013 pg 3

[9] IBO DP language ab initio guide for first examinations 2015 pg 13

Language Acquisition Progression and Outcomes

Language acquisition courses will be progressive using criteria based assessment to judge development. An increasing level of sophistication is expected. Students may commence their language acquisition at any phase level on the continuum. The following is a guide to expected language competencies in Secondary School.

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GICLM Grades 6-10 differentiated according to student ability						
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
Objective: Comprehending spoken and visual text						
i.	identify basic facts, messages, main ideas and supporting details in everyday situations	show under-standing of messages, main ideas and supporting details in familiar situations	show under-standing of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations	construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations	analyse and draw conclusions from information, main ideas and supporting details in social and some academic situations	evaluate and draw conclusions from information, main ideas and supporting details in social and academic situations
ii.	recognize basic conventions	recognize basic conventions	understand conventions	interpret conventions	analyse conventions	interpret the author's choice of style, format and ideas to suit an intended audience
iii.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making	engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making	engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making

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10 Adapted from IBO Language Acquisition Guide pgs 11-14

a personal response to the text.	a personal response to the text.	a response to the text based on personal experiences and opinions.	a response to the text based on personal experiences and opinions.	a response to the text based on personal experiences and opinions from a global perspective.	a response to the text based on personal experiences and opinions from a global perspective.

GICLM Grades 6-10 differentiated according to student ability						
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
Objective: Comprehending written and visual text						
i.	identify basic facts, messages, main ideas and supporting details	identify basic facts, main ideas and supporting details, and draw conclusions	show under-standing of information, main ideas and supporting details, and draw conclusions	construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions	analyse and draw conclusions from information, main ideas and supporting details	evaluate and draw conclusions from information, main ideas and supporting details
ii.	recognize basic aspects of format and style, and author's purpose for writing	recognize basic conventions including aspects of format and style, and author's purpose for writing	understand basic conventions including aspects of format and style, and author's purpose for writing	interpret basic conventions including aspects of format and style, and author's purpose for writing	analyse basic conventions including aspects of format and style, and author's purpose for writing	interpret the author's choice of style, format and ideas to suit an intended audience and purpose
iii.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.	engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

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GICLM Grades 6-10 differentiated according to student ability					
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
Objective: Communicating in response to spoken and/or written and/or visual text						
i.	respond appropriately to simple short phrases	respond appropriately to spoken and/or written and/or visual text in a limited range of familiar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and some unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of social and some academic situations	respond appropriately to spoken and/or written and/or visual text in a wide range of social and academic situations
ii.	interact in simple and rehearsed exchanges, using verbal and non-verbal language	interact in basic structured exchanges on a limited variety of aspects within familiar situations	interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations	engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance	engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance	engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance
iii.	use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics	use phrases to communicate ideas, feelings and information in familiar situations	express ideas and feelings, and communicate information in familiar and some unfamiliar situations	express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations	express ideas, opinions and feelings, and communicate information in a wide range of situations	express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts
iv.	communicate with a sense of audience.	communicate with a sense of audience.	communicate with a sense of audience and purpose.	communicate with a sense of audience and purpose.	communicate with a sense of register, purpose and style.	communicate with a sense of register, purpose and style.

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GICLM Grades 6-10 differentiated according to student ability						
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
Objective: Using language in spoken and/or written form						
i.	write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency	write or speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, uses oratory technique
ii.	organize basic information and use a range of basic cohesive devices	organize information and ideas and use a range of basic cohesive devices	organize information and ideas and use a range of basic cohesive devices	organize information and ideas into a structured text; use a wide range of cohesive devices	organize information and ideas; use a wide range of cohesive devices	organize information and ideas; use a wide range of cohesive devices
iii.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the

DP Language Programme Grades 11-12

For language requirements that we do not offer we will endeavour to offer a self-study opportunity.

At DP level the following language opportunities will exist:

Group 1	Group 2	Group 6
- English A Language and Literature SL/ HL - Indonesian A Language and Literature SL/ HL - Mandarin A Language and Literature SL/ HL (or literature) - Self-study personal language	- English B SL/ HL - Indonesian B SL/ HL/ ab initio - Mandarin B SL/ HL/ ab initio - Spanish ab initio - Self-study personal language	- Select courses from Groups 1 and 2 (to enable students to study 3 languages) - Self-study personal language

DP Language A and B Eligibility

Language A language/ Literature is a course for students with varied language profiles and may be multi-lingual. It is likely to be a course following their mother tongue. Students should have a good foundation of prior language learning in the targetted language as a first language. Students should have had experience of writing critical essays about texts, but not having done so does not exclude them from this course.

Language B is a course for students with some previous learning of the language. It is a language acquisition and development course.

Ab Initio is a beginners language acquisition and development course for students with no or very little previous exposure to the language.

Students and parents will advised of the correct language course and level based on student choices, eligibility, potential interview with the IBDP coordinator and the following factors:

- Previous school reports and recommendations
- Previous language course (eg MYP Language A or Acquisition, IGCSE, EAL)
- Stated mother tongue of student and nationality
- Previous domicile
- Final determination is that the suggested course and level must be a genuine language challenge.

DP Language A Outcomes

There are four assessment objectives/ outcomes at SL and at HL for the **language A: language and literature** course[11].

For Grades 11 and 12
1: Knowledge and understanding
— Demonstrate knowledge and understanding of a range of texts — Demonstrate an understanding of the use of language, structure, technique and style — Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning — Demonstrate an understanding of how different perspectives influence the reading of a text
2: Application and analysis
— Demonstrate an ability to choose a text type appropriate to the purpose required — Demonstrate an ability to use terminology relevant to the various text types studied — Demonstrate an ability to analyse the effects of language, structure, technique and style on the reader — Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meanings — Demonstrate an ability to substantiate and justify ideas with relevant examples
3. Synthesis and evaluation
— Demonstrate an ability to compare and contrast the formal elements, content and context of texts — Discuss the different ways in which language and image may be used in a range of texts — Demonstrate an ability to evaluate conflicting viewpoints within and about a text — **At HL only:** Produce a critical response evaluating some aspects of text, context and meaning
4. Selection and use of appropriate presentation and language skills
— Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication — Demonstrate an ability to use the oral and written forms of the language, in a range of styles, registers and situations — Demonstrate an ability to discuss and analyse texts in a focused and logical manner — **At HL only:** Demonstrate an ability to write a balanced, comparative analysis

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[11] IBO DP language and literature guide for first examinations 2013 pg 4

DP Language B Outcomes

There are 6 assessment outcomes for language B courses[12]:

1. Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding

2. Use language appropriate to a range of interpersonal and/or cultural contexts

3. Understand and use language to express and respond to a range of ideas with accuracy and fluency

4. Organize ideas on a range of topics, in a clear, coherent and convincing manner

5. Understand, analyse and respond to a range of written and spoken texts

6. Understand and use works of literature written in the target language of study (**HL only**).

DP Ab Initio language Outcomes

There are 5 assessment outcomes for language B courses:[13]

1. Demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics

2. Communicate clearly and effectively in a range of situations

3. Understand and use accurately the basic structures of the language

4. Understand and use an appropriate range of vocabulary

5. Use a register and a format that are appropriate to the situation.

EAL Provision

Currently there is no EAL specialist provision. Extra classes and small group learning will be provided as required for individuals and their language needs.

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[12] IBO DP language B guide for first examinations 2013 pg 3

[13] IBO DP language ab initio guide for first examinations 2015 pg 13

Appendix One: IB Learner Profile[14]

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry & research & show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues which have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad & balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize & approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently & creatively in more than one language and in a variety of modes of communication. They work effectively & willingly in collaboration with others.
Principled	They act with integrity & honesty, with strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others ad to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave ands articulate in defending their beliefs.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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[14] IB Learner Profile Booklet, International Baccalaureate Organisation (Geneve IBO) March 2006

Appendix Two: Cambridge Learner Attributes[15]

Confident
Responsible
Reflective
Innovative
Engaged

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[15] Developing the Cambridge Learner Attributes (November 2017) UCLES p3