

Language Policy NTI Gymnasiet Skövde

The IB Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

www.ibo.org

NTI Gymnasiet Skövde and language development strategies

NTI Gymnasiet Skövde (formerly Itgymnasiet i Skövde) was founded in 2001 and was granted authorization as an IB World School in 2004. NTI Gymnasiet Skövde has 4 programmes; three national Swedish programmes related to IT and technology (Technical Programme, Electric & Energy Programme and Technical 4th Year) and the International Baccalaureate (IB) Programme. Although the school is required to follow two differing systems of education, both systems share a common pedagogical base of language development. Language development is one main area of focus for NTI Gymnasiet Sweden and for on-going professional training of teaching staff at school which includes collaborative study and discussion of methods of teaching and assessment in ‘Learning Teams’ and for all staff together on assigned study days.

Language philosophy

With the individual student in focus, the aim of language development in all courses and at all times is to develop the individual student in alignment with the IB Learner Profile and in consistency with both the philosophy and principles of the IB as outlined in *Programme Standards and Practices 2020* document: *Standard Culture through policy implementation (0301) Culture 4: The school implements, regulates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language.* The school develops and implements a language policy that is consistent with IB expectations.

Language development is also aligned with the philosophy and principles of the school set by the Swedish National Agency for Education (*Skolverket*).

Both philosophies underline the importance of applying a range of strategies to assist language development and how working with language can improve student learning and teaching practice.

Language Development Practices

Description

Language Development is a focus of all subjects in both the pre-diploma year which follows the Swedish curriculum criteria as well as during the two years of the IB Diploma Programme.

The teaching of languages (English and Swedish/ Swedish as a Second Language - SvA) in the pre-diploma year follows the Swedish curriculum criteria. Swedish as a Second Language is given as a means of facilitating integration into Swedish society and into the system of further education in Sweden.

Educational and cultural context

Students beginning the IB program in Sweden are interested in, enjoy speaking and have a good level of proficiency in the English language. This is due to a number of educational and cultural factors, present in Sweden and globally, namely:

- early exposure to English in the Swedish school system
- formal educational requirements in the Swedish school (& university) system for proficiency in the English language
- business, technical & academic English language requirements
- films & television – a predominance of British/American programs are sub-titled, not dubbed.
- Internet and social media – a predominance of material in English
- popular music and the arts - a predominance of material in English
- popularity of everyday use within Sweden and in particular within the Swedish youth culture

The IB Approaches to Teaching and Learning (ATT & ATL) are central to IB teaching practices. Language skills are central to all of the skills of learning: thinking, communication, social, self-management, research, and to all of the skills of teaching: enquiry, conceptual understanding, local & global contexts, teamwork & collaboration, meeting the needs of learners, formative & summative assessment.

Language skills are essential in the development of a sustainable and developing learning and teaching environment. All teachers, therefore, irrespective of subject focus, are language teachers.

Implementation *How do we implement this policy?*

Routines

To ensure a sustainable language policy, routines need to be correctly in place. The following measures are taken at the school to address the diversity of student language needs and to ensure a good learning environment which facilitates the language development of each student.

In grading and marking, professional competence and development is important and all teachers are required to be knowledgeable of the language criteria of their own subject(s). Through collaboration and discussion with other IB teachers, they also become aware of the language demands of other subjects.

Special support and advice are given to the training of new teachers in the roles and responsibilities of teaching on the IB including language use, development, and evaluation within each subject. New teachers at school are assigned a personal mentor (another member of the IB Team) to support and encourage them in their teaching, in all aspects, including language proficiency.

Language Teaching

All language teaching is supported by a scheduled language support session of 1 hour per week. This session is open to all students wishing for the support of language teachers in any of their subjects.

In the Pre-diploma year students follow the Swedish curriculum criteria which teaches English and Swedish at Grade 10 level. Swedish as a Second Language (SvA) is also offered to students coming in to the system with SvA from lower secondary school. SvA is given as a means of maintaining a continuation of earlier studies at lower secondary level, facilitating integration into Swedish society and establishing continuation into the system of further education in Sweden.

The Diploma Programme at NTI Gymnasiet Skövde offers the following languages in Group 1 and Group 2.

The diploma requirement for languages is at least one language from Group 1 and an additional language either from group 1 or group 2. A third language can also be chosen as an elective instead of an arts subject.

Group 1 Studies in Language and Literature

These courses are designed to support future academic studies by developing high levels of language competence and communication skills. These courses also support multilingualism through the support and development of the student's first or best language(s).

- Swedish A Literature SL/HL
- English A Language and Literature SL/HL
- Self-Taught Literature SL

For the subjects of Swedish and English: students are prepared for their Group 1 Diploma course/s by taking the national Swedish course *Svenska 1* and *English 5* in their PreDP year.

Students whose best language is not Swedish are offered and encouraged to take their best language as a Self-Taught SL subject. This opportunity provides support to the development and maintenance of the mother tongue for all learners.

Self-taught students are supported by a Self-Taught Coordinator and Language A tutor appointed by the school. The Self-Taught Coordinator supports and guides the student and the tutor in creating the reading list, advises the tutor on course structure and methodology and guides the self-taught student in assessment and exam components and practices.

Group 2 Language Acquisition

These courses are language acquisition courses and aim to provide students with the opportunity to acquire or develop an additional language (or languages) and promote an understanding of other cultures through the study of language.

- English B SL/HL
- Japanese ab initio SL

For the subject of English: students are prepared for their Group 2 Diploma course in English B by taking the national Swedish course *English 5* in their PreDP year.

For the subject of Japanese Ab initio: students are offered Japanese Ab initio to develop their language skills in another foreign language. This supports students to foster intercultural understanding and respect for culture diversity in students. There are no formal language requirements for entry on to Japanese Ab initio.

Language and Summative Assessment on the IB programme

Assessment on the IB diploma programme consists of internal assessment components (IAs) which are internally assessed and externally moderated by the IBO, and external assessment components, which are sent off and assessed by the IBO. Examples of internal assessments are internal orals in the languages or lab- work in science subjects and examples of external assessments are HL essay in languages, laboratory reports in the sciences and the final examinations in all subjects. All assessment therefore requires a competent level of language use, not least the importance of clarity of language and structure in *all* subjects.

Language and Mock exams

Mock exams are held once per academic year to allow the student to practice language skills and subject knowledge and for teachers to evaluate the present academic status of the student and to give formative feedback. The first Mock exams are held in May at the end of DP year 1. The second Mock exams are held in March after all IB courses have ended in DP year 2.

The Mock exams are designed to mirror the official exams as much as possible both in content and procedure and the demands and requirements of language skills, and therefore aim to prepare the students as well as possible for their final examinations.

Language is, therefore, a central part of the Mock exams – in the procedure (instructions and routines), in the evaluation of Mock papers and in the feedback given to students, not least the importance of clarity of language and structure in all subject response papers.

Provisions made for students for whom the language of instruction is not their first language

The following provisions are made for students for whom the language of instruction (English) is not their first language:

- Specific vocabulary used in the classroom as well as register and nuances of style are developed throughout the whole of the IB program
- Particular focus is given to heightening the students' awareness of subject specific language requirements in the PreDP year
- At all non-language examinations, translating dictionaries are available/allowed since the response language is not the first language of the candidates.
- Official school documents and surveys are available in both Swedish and English
- School activities and special activities organized by the school are given in both Swedish and English, e.g. external speakers, and study visits.

Evaluation

A course evaluation is made at the end of each course to gather students' opinions of for example how the course has been taught and this may include issues related to vocabulary and language.

NTI Sweden carry out an annual quality survey, directed towards both students, guardians and teachers as a basis of quality analysis of all schools within NTI, Sweden and issues relating to language for example related to discrimination, are taken up here.

The Swedish Schools Inspectorate (*Skolinspektionen*) regularly monitor and assess the quality of teaching and the teaching environment, their objective is that all schools provide a good education in a safe environment and this includes for example issues related to language and discrimination. (2016: Inspection. 2021: Establishment of new course Design & Product Development)

Class Council Meetings held once a week and School Council Meetings held monthly are arenas where issues of language use in school and clarity of communication can be discussed.

IB Staff Meetings held every month are an opportunity to discuss, work with the planning, feedback and improvement of our working documents related to language use.

Through these different points of evaluation and collaborative reflection, the opportunity is given to review our approaches to language development and develop the routines and documents we use. On-going reflection is essential since a language policy needs to be dynamic and flexible to meet the changing social and language context of the school.

Communication ***How do we communicate this policy?***

Information concerning the Language Policy at NTI Gymnasiet Skövde is made available to students, guardians and other members of the school community via the school it-based administrative system (Schoolsoft), Google Classrooms and the school website.

An overview of DP assessment criteria and information relating to languages and language skills required for the Diploma Programme is given at the following information events/ activities:

- Open days/Evenings held at school during each term (2 per term)
- Student shadowing – prospective students visit and shadow an IB class
- Pre-Diploma Year Subject Choice Day at the end of the first Autumn Term
- IB1 – at the start of each subject course, assessment including language criteria are given
- Guardians' Evening (for students and their guardians) at the beginning of the first diploma year. Here issues of particular importance to highlight in the document *General Regulations: Diploma Programme* are taken up and made clear as well as an overview of DP assessment criteria and other related assessment issues and demands of the programme, for example language skills.
- Appraisal Talks held once a term between student together with guardian and mentor, give an opportunity to discuss language development and language course choices. Here language challenges and support strategies can be openly discussed. Students with learning difficulties, for example in language use, are given further support, for details see our [Special Educational Needs/ Inclusive Education Policy](#).

Information regarding student progress is available to students, guardians (if the student is under 18 years of age) and the school community via the school's administrative system - Schoolsoft.

This [Language Policy](#) is available on the school webpage.

The [Language Policy](#) is written in collaboration with the IB Team, NTI Gymnasiet Skövde.

IB Documents used in support of this policy (can be found on www.ibo.org)

Diploma Programme Assessment Procedures 2024

General Regulations Diploma Programme (B1 of Diploma Programme Assessment Procedures 2024)

Diploma Programme: From principles into practice (2015)

DP Language Courses: overview and placement guidance (2021)

Guidelines in developing a school language policy (2008)

Guidance for school self-reflection on its language policy (2012)

Language and Learning in IB programmes (2011)