



## *Language Policy*

**Oakridge International School, Gachibowli**

**Policy reviewed: July 2021**

**Next policy review: July 2022**

### **The International Baccalaureate's 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **Oakridge International School, Gachibowli Vision Statement**

Nurture individuals to be future-ready, responsible citizens who impact the world positively.



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p><b>INQUIRERS</b>            We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p><b>KNOWLEDGEABLE</b>            We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>THINKERS</b>            We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b>            We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p><b>PRINCIPLED</b>            We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>OPEN-MINDED</b>            We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p><b>CARING</b>            We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p><b>RISK-TAKERS</b>            We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p><b>BALANCED</b>            We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p><b>REFLECTIVE</b>            We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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## **The School Language Philosophy**

The mission of OIS is to develop the full potential of each student within the school community. Language is central to all learning and to the development of identity, and is also vitally important to good understanding and communication within and across cultures. We therefore believe that

- All students need strong language skills to develop their personal, cognitive, social and cultural identity
- In order to be connected with their own cultural identity and heritage, all students have the right to express themselves in home and family language.
- Learning more than one language helps students to become understanding citizens of the world and better multilingual communicators.
- Language development is the responsibility of all teachers, parents and students.

## **The School Language Profile**

### **Student Language profile**

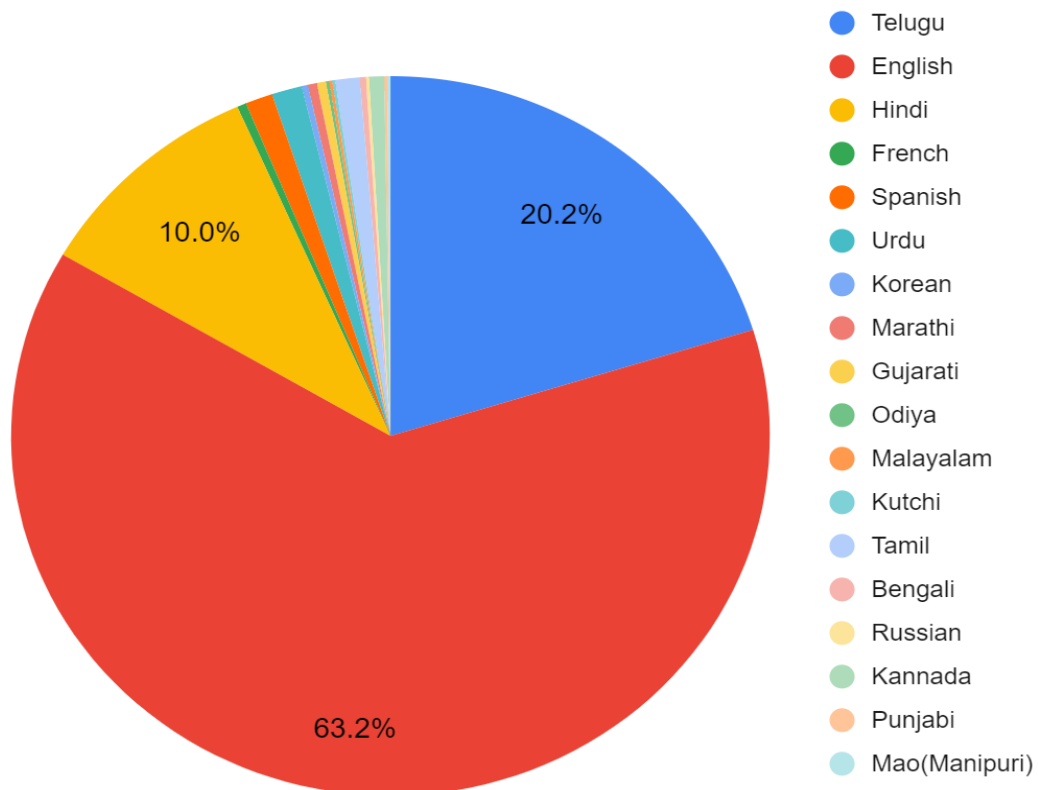
Students at Oakridge International School have a diverse population from across India and other countries. Majority of the students have Telugu as their home and family language. However they prefer English to communicate. Thus the majority of the students are bilingual.

### **Current School's Home and Family languages**

As of the 2020-21 school year there are 23 languages spoken by the students at Oakridge International School, Gachibowli.



## Preferred Language of Students

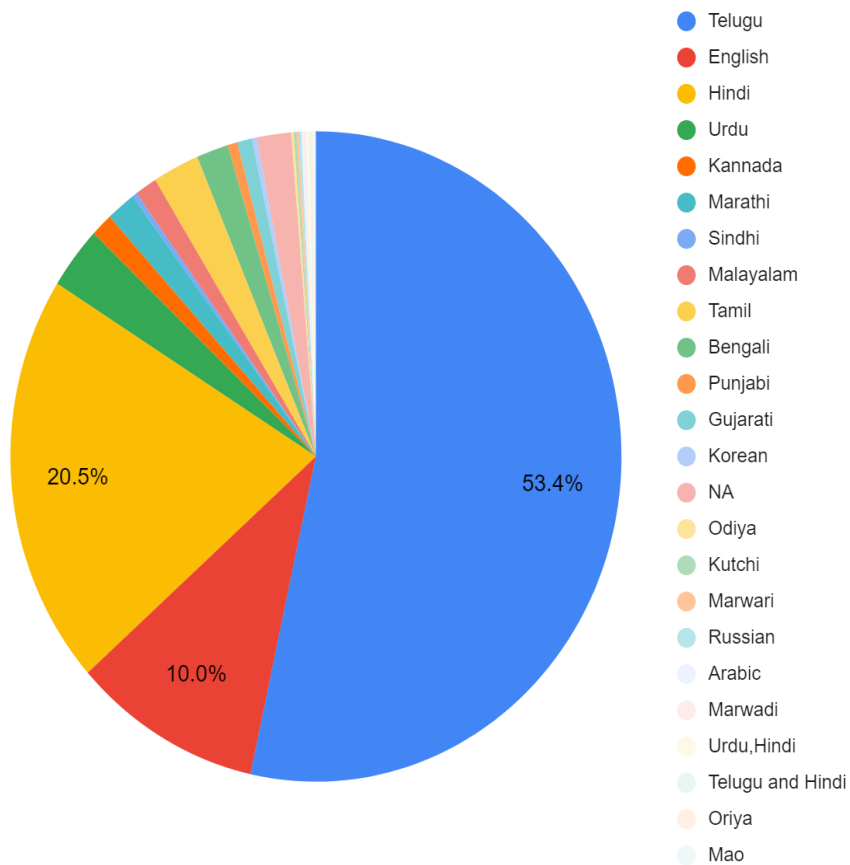




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Home and Family Language





## **Language of Instruction**

- English is the primary medium of instruction.
- All students at Oakridge International School have the opportunity to become proficient in English and one additional language (French/Spanish/Hindi/ Telugu).
- English develops as a process over time through purposeful use in listening, speaking, reading and writing tasks across all curricula, co- curricular and social situations
- The acquisition of English language provides students with the opportunity to develop a global perspective
- Language is the key to understand and interact with the world
- The Language of Instruction is more than merely a tool of instruction, being important for reflection, metacognition and social interaction
- Our language of instruction gives students a point of entry into the global community in which we live. Learners learn both the content of their subjects and the language through the language of instruction in both written and oral forms of communication.

## **Language Learning and Teaching**

Learning takes place when new knowledge is integrated with existing knowledge and conceptual frameworks. Students' language development is best served when they have opportunities to strengthen and build these frameworks by engaging in language learning in multiple modes within authentic, meaningful contexts. In an inquiry-based classroom, teachers and students enjoy using language, appreciating its functionality and aesthetics. They have opportunities to engage with multiple languages through a variety of modes, such as literature, drama, story writing, technology and discussion. They reflect on their form and use across and within transdisciplinary and subject-specific contexts.





Students seek to make meaning from what they see and hear, and in responding to others they test out their hypotheses of language. From the responses they receive, students formulate new understandings of language and how it works. Teachers and others in the learning community that students interact with, interpret and rephrase, question and provide models in this process. This extends the knowledge, skills and understandings that students develop; inherent in this process is the absorption of values about language and learning.

Language learning is a complex developmental process. PYP *Language scope and sequence* (2009) presents a set of diagnostic tools and guidance, underpinned by conceptual understandings. This assists teachers in planning language learning experiences for students and in monitoring their language development. Schools may decide to use or adapt the *Language scope and sequence* (IBO 2009) according to their needs. Teachers facilitate effective language learning when they:

- explicitly activate prior knowledge using home and family languages, and other languages where appropriate
- use the knowledge of students' prior language skills and understandings to personalize learning engagements
- identify language learning opportunities and co-construct learning goals within and across units of inquiry, and learning engagements (for example, in a unit of inquiry around habitats, teachers and students together identify the language used to classify features; in an inquiry about health and body systems, students would have the opportunity to explore terms needed to express cause and effect)
- record and share information to map development, plan for language learning and co-construct goals
- incorporate strategies needed to activate and build background knowledge when planning units of inquiry or lessons
- reflect on language obstacles to learning and how to remove them
- scaffold learning to extend language.
- Provided ample opportunity to read, write, listen and speak across the curriculum. Taught literacy skills in a range of contexts.





- Encouraged to develop a wide range of strategies to comprehend, analyse and construct texts.
- Encouraged to use self-correcting strategies.
- Taught through a variety of technological and informational resources.
- Encouraged to share and develop their work in a social context.
- Encouraged to see language as a tool for thinking, inquiring and learning. Encouraged to maintain and value their home and family language and to value those of other students.
- Given the opportunity to become proficient in more than one language.
- Exposed to a broad range of literature reflecting a variety of cultures and perspectives.
- Encouraged to develop a love of language and literature.
- Provided constructive and specific feedback from teachers and peers.
- Encouraged to reflect on their learning.

### **Home and Family Language: Development and Maintenance**

- OIS encourages the development of the Home and Family Language of students through an ethos of acceptance and celebration of linguistic diversity within the community. There is also recognition that a strong level of competency in the Home and Family Language of students can be an important ingredient in their success as learners of additional languages.
- OIS recognizes the importance of Telugu language and culture as indigenous to the state in which the school is located. This is achieved through curricular, co-curricular activities and outreach programs.
- The school celebrates its linguistic diversity by conducting language week during the academic year. Students present skits, poems, short stories, displays etc to highlight the linguistic culture. Special exhibitions are held on special occasions such as target



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### **Extending language**

Teachers extend students' language learning by scaffolding opportunities using collaborative practices with rich text. As students' progress through school they interact with increasingly sophisticated texts. These reflect the growing complexity of academic language and concepts, such as subject-specific vocabulary and grammatical constructions. From the early years, students begin to use complex functions of language, such as classifying, justifying, hypothesizing, clarifying, explaining, comparing, and so on, at a developmentally appropriate level. By being aware of the nature of language used in school, teachers can extend students' language repertoires.

The academic language of school is complex and context-specific; it therefore takes longer to acquire than language used in a social environment. Teachers explicitly model and scaffold the use of academic language in context and co-construct language learning goals in collaboration with students and other teachers, where possible. The student language portrait helps teachers learn more about the students' language experiences and enables them to understand how students' languages might best be integrated in school contexts.

### **Developing International Mindedness**

Multilingualism is significant in building international-mindedness as it gives students insight into the thinking and perspectives of the self and others. Language enables students to gather and compare points of view, and to show empathy, compassion and respect.

Students' skills, knowledge and understanding of language play a fundamental role in the



development of the attributes of the learner profile, for example, as communicators. Shared understandings of language are constructed and contribute to an ongoing exploration into what it means to be internationally minded.

## **Roles and Responsibilities of Stakeholders**

### **Role of Administrators**

- Use English as the primary language of communication.
- Provide academic leadership for the school.
- Share responsibility for oversight development, implementation and revision of the Language Policy and curriculum efforts.
- Support teachers in their delivery of instruction.
- Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies.
- Provide teachers with opportunities for professional development to enhance their own language proficiencies.
- Promote embedded professional development models enabling collaboration concerning curriculum, instructional techniques, assessment and student progress.
- Encourage collaboration between teachers for development of curriculum, sharing teaching ideas and resources.
- Observe teachers and provide constructive feedback, materials, planning time and staff development opportunities.
- Promote communication with parents concerning students" to help students with language development and provide translators when needed.
- Promote a co-curricular program that encourages the use and development of English language.



## **Role of Faculty**

At Oakridge, in curriculum guides of all year groups, we have Standards set requirements in literacy not only for English Language but also for literacy in social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings that endure and develop over the years of schooling to assure required readiness for college and career in multiple disciplines. Since learning and language are inextricably bound, every teacher is therefore both a content teacher and a language teacher. The faculty is expected to:

- Use English as the primary language of instruction (except during classes for Modern Languages) and social interaction with students in and outside the classroom.
- Acquire a professional knowledge base in second language acquisition processes, students' developmental language behaviors, and familiarity with students' language learning cognitive styles.
- Be aware of how language is learnt or acquired
- Integrate language instruction with content instruction.
- Make high-level academic content instructionally comprehensible.
- Create classroom environments that are discourse-rich and process-oriented (plentiful opportunities for students to listen to, read, speak, and write through interactive activities).
- Provide plentiful opportunities, within the subject area for students to develop their listening, speaking, reading and writing skills.
- Support and encourage language self-assessment.
- Give ongoing regular feedback to students on their linguistic and cognitive development by using a variety of balanced assessment strategies.
- Hold high linguistic and academic expectations for all students.



- Build a strong home-school partnership using various means of communication.
- Emulate dispositions for life in an international world (i.e. tolerance for ambiguity, empathy, flexibility, respect for others" languages and cultures).
- Work collaboratively to develop culturally inclusive and age-and developmentally appropriate curriculum and teaching strategies.
- Integrate appropriate technology that enhances language development.
- Use a pedagogical approach that enhances language development.
- Select resources those are linguistically accessible and culturally inclusive.
- Teach English language skills for social interaction.

### **Role of Parents**

A number of parental actions will facilitate linguistic and academic success for students. Families are encouraged to:

- Have a positive attitude towards English, Hindi and other modern languages.
- Promote the advantages of learning other languages.
- Maintain mother tongue literacy skills at home or after school.
- Encourage and support their children"s additional language acquisition.
- Communicate with other parents to exchange ideas and reduce isolation on ways to help language development.
- Support the expectation that students use English as the language of learning and social interaction on campus.
- Supply multilingual materials at home.
- Be knowledgeable about language programme and the various language options available at different levels to help students make proper choices in order to support the schools" efforts.
- Be prepared to make the long-term commitments that is success oriented



- Have realistic expectations of their children at OIS.

## **Role of Students**

English is the primary language of instruction and social interaction at OIS, which means that students learn and communicate in English. To encourage effective communication in languages other than English, students are allowed to speak in their home and family language / national language and/or foreign languages during lunch time.

English is recognized as the language of inclusion on campus, and therefore students are expected to use English both in and out of the classroom. Language competence is developed through practice and use of the language. Students at OIS are encouraged to use the languages they learn in class, outside of the classroom.

OIS also gives importance to student's home and family language and so has a flexible policy about the language the students use for social interaction with their peers. Students are encouraged to:

- Acquire information by listening to oral presentations; interpreting print and graphic material, and observing and recording practical experiences.
- Read a variety of texts in the target language.
- Develop speaking skills through activities such as storytelling, oral presentation, etc.
- Convey information by telling stories and explaining ideas.
- Think logically through inference, hypothesis, analysis, prediction and evaluation.
- Accomplish practical tasks either individually or by collaborating in small groups.
- Work collaboratively in group activities that lend themselves to use of the language.
- Make decisions by identifying alternatives, evaluating evidence and determining appropriate actions.
- Work creatively by using ideas and materials innovatively.



## **Learning through language**

As communicators and collaborators, students engage with language at school in multiple contexts and multiple modes. They listen, read, speak, perform, write and view text in order to extract meaning, and explore and share new understandings and knowledge. Learning is embedded within language and is underpinned by relationships as a reciprocal meaning-making process.

Teachers scaffold language within learning in order to facilitate successful access to the resources and ideas students need in the pursuit of their inquiries. They use language to encourage thoughts, spark interest and promote independent, motivated learners. Teachers are aware of barriers to learning that language might create, and provide personalized support for students when necessary. Understanding that language is important in accessing knowledge, ideas and ways of thinking in subject areas; teachers ensure that students have the appropriate linguistic tools with which to learn.

## **Translanguaging**

Students use language most effectively by drawing on all their prior linguistic resources, their skills and knowledge about language and language learning. They benefit from awareness of the similarities and differences between their languages in phonemic, syntactic and grammatical aspects. “Translanguaging is the process by which language students actively draw on all their linguistic resources to communicate and make meaning.” (Garcia, Li Wei 2014). This occurs, for example, when using bilingual books or working with someone who speaks the same language. “By providing opportunities for students to make connections between their languages and to draw on prior knowledge, the teacher facilitates effective learning while affirming identity.” (Cummins 2000).

To support agency in language learning and effectively incorporate translanguaging





strategies, students discuss what language means to them personally and set language goals for themselves. A powerful means to establish a multilingual class community is for students to develop their own “student language agreements” as a group or learning community (Chumak-Horbatsch 2012).

### **Learning about language**

Language is a visual, print and oral symbolic system with its own codes and signals. Therefore, language acquisition also involves learning about language—its form, conventions and contextual use with specific reference to the target culture..

### **Literacy**

Through early experiences of reading with adults, children learn that reading is an enjoyable, achievable and rewarding activity. They learn that text conveys meaning and perceive the print concepts, codes and conventions in the languages of their home, family and school. Drawing attention to the wide range and variety of texts around us (including stories, poems, digital media, lists, instructions and posters) supports this process.

Resources in multiple languages in the home and the learning community are opportunities to understand different perspectives and develop understandings of the multilingual nature of our world. Family literacy traditions vary widely among different cultures, and teachers show interest in learning about these in order to support students and their families better.

At OIS, students and parents are invited to share home and family language texts. Students hear the sounds of other languages and develop awareness of different phonemic systems by joining in with poetry and songs. Other writing systems are displayed and discussed as students are invited to share their personal literacy knowledge with others. OIS explores ways to represent students’ literacy backgrounds in the learning environment and reflect on their success. These activities help build early metalinguistic skills to support the development of other languages. As students develop understanding that other people communicate in ways



that are the same and different from us, they strengthen and promote international-mindedness.

## **Multiliteracies**

As the nature of literacy has changed in our world through developments in technology, education and the workplace, so our understanding of text, literacy and literacy practices have changed. Text can exist in a paper mode, live mode, electronic mode or a combination of these (Anstey, Bull 2006). These combined forms are called “multimodal” texts; for example, websites often have writing, pictures, cartoons or videos all operating in unison to communicate ideas. A book combining pictures and writing is also multimodal, as is a performance that combines music and movement.

The term “multiliterate” is used to describe a person who successfully engages with texts that are paper, live, electronic or multimodal—from simple signs to discussions, presentations, art, music and complex interactive digital technologies, in both receptive and productive modes. Multiliteracy recognizes the complexity of engaging with text, and the choices and decisions inherent in understanding and producing text. Electronic, live and paper texts in all modes offer new opportunities and challenges to students to engage in learning. Through text, their understandings and views of the world and the self are influenced by new information, ideas and possibilities. Students require the ability to make strategic, ethical choices and decisions as informed, internationally minded communicators. OIS ensures that resources reflect the diverse cultural backgrounds of local and global communities.

## **Learning additional languages**

### **Primary Years Programme:**

The PYP requires the acquisition of an additional language from the age of 4-5 years to support the development of international-mindedness. This additional language might be the language of the host country or another language that is part of the curriculum or community.

At OISG students are offered Hindi, Telugu, Spanish and French from EY2 as additional



languages.

In Grade 4-5, an option is given to students to choose a Third language from Hindi, Telugu, Spanish and French along with the additional language. However one of the two additional languages needs to be Hindi or Telugu.

### **Middle Years Programme:**

#### **Study of Language Acquisition**

- Most MYP students come from the school where PYP is offered and have studied the target language as the second or third language.
- Students will continue with the same second language as in PYP. (except in case of Telugu, where the child's third language in PYP Grade 5 will be considered as the second language in MYP Year 1)
- The MYP Language Acquisition course allows students to further develop their language skills, especially for those continuing IB from the PYP segment. The student is assessed on the level of Proficiency during the beginning of the year MYP.
- Students who continue with the same language as PYP are placed in the higher phase. New students, and students who change language as they had Telugu as a second language, are placed in the lower phase.
- Every phase has a "Bridge Course" to enable students to adapt to the level allocated.
- We offer Phase 1 to Phase 4 in French and Spanish, Phase 1 to Phase 5 in Hindi to complete the MYP programme successfully.

Students study the language as per their level of instruction (phases) and complete the assessment as per the instructed level in order to achieve the language competency certificate.



	Grade 6 (Year 1)	Grade 7 (Year 2)	Grade 8 (Year 3)	Grade 9 (Year 4)	Grade 10 (Year 5)
French & Spanish	Emergent Phase 1	Emergent Phase 1	Emergent Phase 2	Emergent Phase 2	Emergent Phase 2
	Emergent Phase 2	Emergent Phase 2	Capable Phase 3	Capable Phase 4	Capable Phase 4
Hindi	Emergent Phase 1	Emergent Phase 2	Emergent Phase 2	Emergent Phase 2	Emergent Phase 2
	Emergent Phase 2	Capable Phase 3	Capable Phase 4	Capable Phase 4	Capable Phase 4
				Proficient Phase 5	Proficient Phase 5

- Inclusion of the planning, teaching, implementation, assessment and reporting continues to evolve as per grade, even if the students' remain in the same phase.
- Based on the students' performance, phases can be changed after the level detection test.

### **Diploma Program:**

New to the language of instruction - EAL

Students come to school with a wide range of language backgrounds, and for many students this may be the first time that they encounter the language of instruction used at school. Schools have language support and structures in place to ensure inclusivity for students for whom the language of instruction is not their home and family language or the language of their prior school experience.



## Link to other Policies

- Admission Policy
- Academic Integrity
- Inclusion Policy
- Assessment Policy

## Links with other Policies:

**The Language policy works in tandem with the other policies of the school.**

- **The Assessment Policy: The Assessment Policy:** Language policy is closely linked with the Assessment Policy. As a result of assessments, feedback is given to the student and parent. This process promotes devising strategies for future learning. Home and Family languages are considered while interacting with the students. Moreover, teachers will **record and share information to map development, plan for language learning, and co-construct goals in the school.** The school offers a choice of Second Language to select from the age of 6.
- **The Inclusion Policy:** Language Policy is closely linked with the Inclusion policy. During the time of assessment, the linguistically competent level is defined as one where the students will interact with, process, understand, analyse, produce or use. The eligibility for inclusive access arrangements will be based on standard scores on a standardized language test which will measure skill levels in speaking, listening, writing and reading in the response language.
- **Academic Integrity:** Language policy linked with Academic Integrity. The main objective of language policy is to imbibe the skills to develop students' personal, cognitive, social, and cultural identity. To be connected with their own cultural identity and heritage, all students have the right to express themselves in home and



family language. However, the goal is to award reliable, fair, and recognized outcomes to our students by practicing Academic Integrity while assessing students' language development. Learning more than one language helps students to become understanding citizens of the world and better multilingual communicators. It implies that maintaining integrity in all forms of language development also relies on the Academic Integrity policy.

- **The Admission Policy:** Language policy is closely linked to Admission policy at OIS. During the time of new admissions, students come to school with a wide range of language backgrounds, and for many students this may be the first time that they encounter the language of instruction (English) used at school. Opportunities are provided to sustain Home and Family languages. EAL specialists and classroom teachers' work together to support additional language acquisition and academic achievement as part of the mainstream environment. Home and Family languages are considered while interacting with the students.



*Possible IB continuum pathways*

Start of MYP 1	MYP		DP	CP
Schools may offer introductory MYP language acquisition courses (languages carousel courses) and consider the student's previous learning in the language during primary school education in order to determine placement. Refer to the written and taught curriculum requirements section in this guide.	<b>Emergent</b>	<b>Phase 1</b>	Ab initio	If the CP student is taking a DP language acquisition course, refer to the placement recommendations shown in the DP column to the left.
		<b>Phase 2</b>	Ab initio (in rare cases) Language B SL	
	<b>Capable</b>	<b>Phase 3</b>	Language B SL	
		<b>Phase 4</b>	Language B SL/HL	
	<b>Proficient</b>	<b>Phase 5</b>	Language B SL /HL Language A: literature SL Language A: language and literature SL Literature and performance SL	If the CP student is not taking a DP language acquisition course, refer to the CP language development guide for recommendations.
		<b>Phase 6</b>	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL	

**Communication to all stakeholders:**

However, a report on the learner's performance in all strands of language will be shared by the Class Teacher to the parents. The information regarding the learners' progress – the Language Learning Continuum Report – is communicated to the class teacher 15 days prior to the scheduled meeting date. The Additional Language teacher informs the Class Teacher and requests an appointment with parents whom he/she intends to meet.





**Special Appointment:** Parents who wish to meet the Language teacher will have to take an appointment on any working day through the Class Teacher or by directly communicating with the teacher.

### **Records maintained by the Language Teachers:**

- **Attendance Record** – To record the presence and absence of students.
- **Inventory List** – To monitor and ensure all students in the class have all the necessary materials required for the language class such as stationery, course book, notebook, language file etc. When supplies run low, the Class Teacher must be immediately informed, and he/she will then place an order through the School Stores.
- **Homework Record** – To monitor home tasks assigned to the students. Records are maintained with emphasis on completion of the task, accuracy, quality of presentation and punctuality in submitting the work.
- **Students Learning Continuum** – To monitor the learning continuum of the child in language. This helps to take timely action to improve the teaching-learning process.
- **Touchstone Record** – To record prior assessments to enable grading the child's traits and sub- traits in the language.
- **Parent Interaction Record** – The records - emails from parents, face-to-face inputs/feedback and any telephonic conversations with parents about the child
  1. serve as feedback/inputs for taking corrective actions.
- **MOM records** – To record the Minutes of the meeting concerning language teaching/learning programme in a standardized MOM format facilitating proper implementation of the language teaching/learning programme.



**Annexure - Curriculum content flow from PYP-MYP-DP explains the language acquisition from the Primary years to the Diploma level. The curriculum has been aligned to support the learner through the years to reach the optimum competency level in the Diploma programme.**

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Reviewed By: School Pedagogical Team

Verified By: School SLT Members