



# **Language Policy**

**IBDP**

**ANATOLIA COLLEGE**

**Revised June 2015**

**ANATOLIA COLLEGE, THESSALONIKI, GREECE  
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME  
LANGUAGE POLICY**

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*This document was first produced in March 2009 by a three-member working party consisting of Linda Lonon Blanton, Ph.D., Institutional Director/English Programmes, Myrsini Manney-Kalogera, IB Diploma student, and Anna Billi-Petmeza, IB Coordinator/Economics teacher. The working party was brought together in response to the IBO requirement for a written language policy “that meets the needs of the students and reflects the principles of the programme.”*

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*Language learning reaches beyond the use of words to impact on culture, identity, and international-mindedness.*

--Laura Bridgestock

*The language of learning must be taught across the curriculum.*

--Jim Cummins

### **Language Philosophy**

Anatolia College recognizes that language is central to cultural and individual identity, emotional and intellectual development, knowledge construction, academic success, independence, and future professional achievement in the world. Anatolia College realizes that language proficiency develops over time through active engagement in a caring and supportive environment and that control of any language—in all of its spoken and written aspects—evolves step by step, as students work toward linguistic and intellectual maturity.

For these reasons, the Anatolia College IBDP understands that, in practice, all teachers are language teachers with responsibilities in facilitating communication and linguistic development. Anatolia College respects and supports the growth of students’ home and school languages — that is, of English, the medium of instruction; Greek, the predominant mother tongue; or other home languages.

### **Language of Teaching and Learning**

English is the language of instruction on the Anatolia IBDP for all classes except other-language courses. In other-language courses, the target language becomes the language of instruction as students’ proficiency in these languages develops, apart from Modern Greek A: Literature, where Modern Greek is the language of instruction from the start of the course.

### **Language of Communication**

English is the language of communication for all official IBDP school activities, including morning assemblies, posted announcements, student assemblies, and faculty meetings. Greek may be used for meetings or other occasions for communication with Greek-speaking parents. Occasionally, unofficial activities outside the classroom, such as advisory sessions, may also be conducted in Greek.

### Language Background of Anatolia IBDP Students

A majority of students on the Anatolia IBDP are native speakers of Greek, while most others are either native speakers of English or are bilingual in these two languages. A smaller number of students speak neither Greek nor English as a mother tongue.

The current breakdown of students by language profile for the academic year 2014-15 is as follows (out of a total of 146 students):

Number of students whose native language is Greek: 129

Number of students whose native language is English: 0

Number of students who are bilingual in Greek and English (not classified in either group above): 13

Number of students who are bilingual in Greek and another language - French, Russian, German (not classified in either group above): 2

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Number of students with other native languages: Bulgarian 1, French 1

Total: 146

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Total number of students whose native language is *not* English: 133

### English Language

The English language programme across the curriculum of Group 1 and Group 2 subjects follows IB directives (see appendix) as to courses of study and the aims and objectives connected with these. The focus of the programme is on developing students' capabilities as sensitive, receptive, and competent users of the English language by employing a number of approaches. Students are exposed to diverse aspects of the language through the consideration of English in literary, social, and cultural contexts.

The programme aims to improve students' aptitudes as readers, writers, speakers, listeners and thinkers of English; to encourage students to view the language as a communicative tool that can be effectively fashioned to suit a variety of purposes; to view themselves as English language users with their own distinctive styles of communication; and, finally, to promote the belief within students that their personal relationship with the language is active and dynamic (rather than immutable and unchanging) and is therefore empowering for them both as individuals and members of a global community.

### Greek Language for Native Speakers

As the native language of the majority of Anatolia College IBDP students, Greek is taught as a Group 1, Language A course to Greek nationals. Students of Greek nationality are legally required to study Greek literature and history in order for their IB diplomas to be recognized as equivalent to the Greek *Apolytirion of Geniko Lykeio* (high school diploma). Most Greek nationals in the IBDP want this recognition and

are strongly advised to aim for it. It is a choice made by individual students and their parents.

a) Regarding Greek literature, Anatolia College considers the legal requirement to be met by students taking IBDP Modern Greek A: Literature.

b) Regarding Greek history, current Anatolia College IBDP practice ensures that Ministry requirements concerning the subject are met. This includes the requirement that students take quarterly tests on pre-defined sections of the textbook prescribed for B and C Lykeio classes. Greek history as a whole is examined after final IB exams in Year 2. Students who succeed with a grade of at least 10 (out of 20) may then have their IB diplomas recognized by the Greek state as equivalent to the Greek *Apolytirion of Geniko Lykeio*.

The study of Modern Greek A: Literature very importantly familiarizes students with literature in their mother tongue before the majority continues their education abroad in a non-native language and all native Greek speakers are encouraged to take Modern Greek A: Literature as their Group 1 language. In addition, the study of Modern Greek A: Literature is an opportunity for students to develop their intellectual abilities in a language already mastered to a satisfactory degree; this supports students' overall cognitive growth, but also their learning of additional languages.

### **Greek Language for Non-Native Speakers**

Students whose mother tongue is not Greek occasionally request a Greek language course at elementary or intermediate level. Anatolia College IBDP makes every effort to respond to such requests. For instance, Modern Greek has been offered in the past as a Group 2 course (please note that due to IBO curriculum changes this is no longer an option). Students also have the possibility of enrolling on one of the Modern Greek language acquisition courses offered by Anatolia's tertiary institution ACT (The American College of Thessaloniki). Although the number of requests is minimal, Anatolia College IBDP recognizes that Greek, as the host language, should be taught to other-language students whenever possible. Such requests may also be accommodated if parents/guardians are prepared to cover the cost of one-on-one tuition. The same applies to classical languages.

### **Other Mother Tongues**

Students whose native language is neither Greek nor English are supported by the school in studying their individual mother tongues or other languages of fluency at the A level (Group 1) outside the regular classroom context (termed *self-taught*). For instance, a Greek/Russian student has just completed Russian A: Literature with a tutor, while a Bulgarian student is currently taking Bulgarian A: Literature. In recent years Anatolia College IBDP students have sat Group 1 courses in Danish, Bulgarian, and Macedonian. Anatolia College IBDP supports such students by helping when possible to find qualified tutors, providing space in which the tutoring takes place and encouraging conferences between tutors and relevant IBDP faculty to ensure that learning aims and objectives are being met.

While more difficult to arrange within the IBDP, studying a mother tongue other than Greek or English is a worthwhile effort. Mother tongue development is of great importance to students' intellectual and academic growth. Since knowledge transfers

across languages, concepts and subject matter learned through the medium of the mother language can express themselves in the language of instruction or another target language. This is not simply a matter of translation but is, rather, a force for cognitive, intellectual, and academic maturation. Mother tongue development also reinforces a student's self-esteem and identity. Students can feel more pride in who they are, thereby enhancing their confidence and motivation to work toward achieving the goals they and the IBDP set out for them. Overall, additive bilingualism is an important goal of the Anatolia College IBDP.

### **Choice of Anatolia IBDP Language Courses**

Students choose their courses with advice from the programme coordinator/deputy coordinator/relevant class advisor and in accordance with the school's internal regulations and the 2014 IBO publication, *General Regulations: Diploma Programme*, both contained in the Anatolia College *IBDP Handbook* revised April 2015 (see appendix). Under Greek legal requirements outlined above, Greek nationals are obligated to take Modern Greek A: Literature in order for their IB diplomas to be recognized as equivalent to the Greek *Apolytirion of Geniko Lykeio*. Some students with dual nationality may, however, opt not to take the course.

All near native level English speakers are encouraged to take English A: Literature or English A: Language and Literature as a Group 1 subject.

In addition to studying Greek or English literature or both, the majority of students are required to take a language from among those offered in Group 2 (see appendix). This could be English B Higher Level for students that do not meet the competency level for a Group 1 English course; Spanish Ab initio; or Spanish, French and German B - although the latter courses are subject to enrollment minimums (see appendix). Chinese - Mandarin Ab initio is also offered as an online course through Pamoja Education with an additional fee.

All students are strongly advised to take one English language course at the level of their competency, although exceptions are allowed for individuals with unique language backgrounds and individualized requests.

### **Planning of Anatolia IBDP Language Courses**

While there is faculty prerogative in how individuals deliver their courses, subject group meetings for Group 1 and 2 teachers are held at regular intervals throughout the year for both planning and reflection, ensuring alignment of teaching approaches and agreement with IBO stipulated learning aims and objectives for the different courses.

### **Spelling and Referencing Protocols**

A variety of referencing methods and both British and American spelling are accepted as appropriate for Anatolia College IBDP course work, as long as the spelling protocol and/or reference style are used consistently. A Study Skills workshop is conducted in the beginning of the first year of the IBDP, while the *Centre for Writing Excellence and Fair Play* is open to all students on a weekly basis throughout the year (see below for further information).

### **Language Use at School**

English is the medium of communication in class (except in other-language courses), morning assemblies, and faculty meetings. However, students are free to use the language of their choice in communicating with peers and faculty outside of class. This is usually Greek, English, or, less frequently, another language common to students.

Most students are expected but not compelled, as part of their *Creativity/Action/Service* (CAS) stipulation, to join Anatolia College student clubs. Through clubs, they participate in activities that cultivate good and accurate use of English (e.g., MUN, debate, duet acting, oral interpretation of literature, original oratory, drama) or, similarly, good and accurate use of Greek (e.g., drama, debate, interpretation of literature).

### **Beliefs Held About Language Instruction**

While recognizing that all teachers are language teachers, Anatolia College IBDP language courses *per se* are considered to be the responsibility of the teachers assigned to teach them. Teachers of other subjects also handle language matters in their classes. This is based in part on the operating assumption that language use varies from discipline to discipline. That is, aspects of language (e.g., vocabulary, syntax, tone, preferred genres) are not identical across disciplines and students need to become conversant with the linguistic practices of the various academic disciplines.

### **Admissions and Assessment**

Students enter the Anatolia College IBDP in grade 11, with a majority of students (approximately 60%) matriculating from the Anatolia College High School division on the same campus.

Students who enter the IBDP are expected to have the level of English competence necessary to begin work in the English-medium IB curriculum. By grade 11, it is desirable that they have attained C1 (Advanced) or C2 (Proficiency) level, according to Council of Europe standards.

As outlined in the Anatolia College IBDP *Admissions Policy*, admission of students onto the IBDP is based on a variety of factors: average grades in years 9 & 10; an interview with the student and parents; evidence of English language competency (or their English script from the IBDP scholarship exam or their score in an English language test to determine admission/appropriate placement).

Once study on the IBDP has commenced, students are formally assessed over the two year period during three examination sessions: mid-term exams for IB1 and IB2 and end-of-year exams for IB1. In-class assessment practices, although they may vary across subjects, are aligned with the Anatolia College IBDP *Assessment Policy* and all teachers provide grades for their students for the three terms during each of the two IB years.

All forms of assessment are conducted in English except for non-English language courses, which conduct assessment in the language being taught. Instructions to

students during formal assessment (e.g. IBO final exams, in-school mid-term exams) are given in English.

Based on the philosophy that all teachers are language teachers, Anatolia College IBDP teachers of subjects other than language-specific courses also provide guidance to students in the correct use of English, where appropriate, by giving directions and feedback on subject-specific writing assignments and correcting language errors.

### **Library and Media Resources**

The school recognizes that the use of libraries is an integral part of students' educational experience. At the start of the IBDP, all students are introduced to the high school library as part of an orientation programme that includes: Searching Online subscription databases, Bibliographies and citations, Academic Honesty & Internet evaluation. In addition, IBDP students are given access to the Bissell Library serving the tertiary education programmes at the American College of Thessaloniki. The two libraries offer a variety of print and electronic resources, that includes access to online databases such as EBSCO, Project Muse, JStore, and Britannica & Worldbook Encyclopedias that IBDP students are encouraged to use as part of their daily school work or in the context of completing their Extended Essay.

IBDP teachers have access to Interactive Projectors, Smart Boards, the Internet, and audio/video equipment to aid instruction. The Moodle Virtual learning environment is used by the Libraries and by a number of teachers as a course management system and a way of creating online dynamic websites for IB students. Managebac is currently being used to facilitate the Anatolia College IBDP CAS programme and possibilities for its future use with the Extended Essay and Theory of Knowledge are being explored.

### **Writing Centre and Language Support**

The Anatolia College IBDP offers writing support to all students on a weekly basis through its Writing Centre services (*Center for Writing Excellence and Fair Play*), which also functions as an Academic Integrity Support Centre in line with our philosophy and practice concerning Academic Integrity (outlined in the Anatolia College IBDP *Academic Integrity Policy*). Students can visit the Centre on an appointment or walk-in basis to receive assistance with any IB writing assignment, and at any stage in the writing process. Such stages might include brainstorming about an assignment, creating an outline, drafting, developing, refining, and/or revising. Students can also receive guidance regarding proper use and incorporation of outside sources into their written work, and what constitutes acceptable referencing. Although physically the Writing Center's services are available one hour per week, its actual availability has moved beyond the physical resource to include exchanges between students and the Writing Centre Director via e-mail, so that the Centre is evolving into a resource which includes on-line services.

Modern Greek support classes are offered on a weekly basis for students identified as needing extra provision in the subject.

The IBDP *Special Educational Needs Policy* outlines the support offered by the school to students with particular educational needs, some of which may be related to language.

### **Future Issues**

Discussions should take place as to how to serve two groups whose needs require special accommodations:

- a) Greek-English bilinguals whose Greek language proficiency is not as advanced as their English language proficiency.
- b) Bilinguals who enter the Anatolia College IBDP without having mastered either of the two primary languages of the programme (English and Greek).

### **Communicating and reviewing the language policy**

This language policy should be viewed as a working document; to be communicated to all interested parties and periodically reviewed after input from all constituencies has been taken into consideration.

The language policy will be included in the IBDP curriculum and made available to students and parents; it will be communicated within the school via appropriate forums such as the IBDP faculty meetings, the administrative council and the high school governance committee.

A systematic review of the language policy will be initiated annually and completed by the close of the relevant academic year.

### **References**

- Bridgestock, L. (2009). Every teacher is a language teacher. *IB World*, 55, 14-18.  
Cummins, J. (2009). Forward thinking. *IB World*, 55, 22-23.

### **Reviews**

Reviewed and revised by Emily Bakola, Anna Challenger and Fiona Cornes – June 2015

**Appendix: From Anatolia College IBDP Handbook (Revised April 2015)**

Students studying towards the full Diploma need to select one course from each group, three courses at HL and three at SL. In subjects with enrollment of fewer than 7 students, additional fees will apply, as announced by the school.

**Note that because of scheduling restrictions some combinations may prove impossible. In that case you may be asked to change your choice of subjects.**

		High er	Standard
<b>Group 1</b>	<b>STUDIES IN LANGUAGE &amp; LITERATURE (Language A)</b>		
	English A - Literature	<input type="checkbox"/>	<input type="checkbox"/>
	English A - Language & Literature	<input type="checkbox"/>	<input type="checkbox"/>
	Modern Greek A - Literature	<input type="checkbox"/>	<input type="checkbox"/>
	Other Language A (as a self-taught course)		<input type="checkbox"/>
<b>Group 2</b>	<b>LANGUAGE ACQUISITION</b>		
(Not compulsory if you have chosen 2 subjects from group 1)	English B	<input type="checkbox"/>	
	Spanish for beginners (Ab Initio)		<input type="checkbox"/>
	Spanish B (additional fees if fewer than 7 students enroll)	<input type="checkbox"/>	<input type="checkbox"/>
	French B (additional fees if fewer than 7 students enroll)	<input type="checkbox"/>	<input type="checkbox"/>
	German B (additional fees if fewer than 7 students enroll)	<input type="checkbox"/>	<input type="checkbox"/>
	Chinese - Mandarin Ab initio (as an online course*)		<input type="checkbox"/>
<b>Group 3</b>	<b>INDIVIDUALS AND SOCIETIES</b>		
	Business Management	<input type="checkbox"/>	<input type="checkbox"/>
	Economics	<input type="checkbox"/>	<input type="checkbox"/>
	History	<input type="checkbox"/>	<input type="checkbox"/>
	Psychology	<input type="checkbox"/>	<input type="checkbox"/>
	World Art & Cultures		<input type="checkbox"/>
	Environmental Systems & Societies (or as a Group 4 subject)		<input type="checkbox"/>
<b>Group 4</b>	<b>NATURAL SCIENCES</b>		
	Environmental Systems & Societies (or as a Group 3 Subject)		<input type="checkbox"/>
	Biology	<input type="checkbox"/>	<input type="checkbox"/>
	Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
	Physics	<input type="checkbox"/>	<input type="checkbox"/>
<b>Group 5</b>	<b>MATHEMATICS</b>		
	Mathematics Higher Level	<input type="checkbox"/>	
	Mathematical Standard Level		<input type="checkbox"/>
	Mathematical Studies		<input type="checkbox"/>
<b>Group 6</b>	<b>ARTS AND ELECTIVES</b>		
Or another Group 1, 2,3, or 4 subject	Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>
	Theatre	<input type="checkbox"/>	<input type="checkbox"/>
	Film (as an online course*)	<input type="checkbox"/>	<input type="checkbox"/>
	Music (additional fees if fewer than 7 students enroll)	<input type="checkbox"/>	<input type="checkbox"/>

