



Language Policy

IBDP

Anatolia-Pinewood

Revised January 2024



ANATOLIA-PINEWOOD

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

LANGUAGE POLICY

Language Philosophy

Anatolia-Pinewood IBDP 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. IBDP 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-Pinewood IBDP understands that, in practice, all teachers are language teachers with responsibilities in facilitating communication and linguistic development. Anatolia-Pinewood IBDP respects and supports the growth of students' home and school languages.

Language of Teaching and Learning

English is the language of instruction on the Anatolia-Pinewood 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 and Modern Greek A: Language & 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.

Language Background of Anatolia-Pinewood IBDP Students

A majority of students on the Anatolia-Pinewood IBDP are native speakers of Greek, while others are either native speakers of English or are bilingual in another language. A number of students speak neither Greek nor English as a mother tongue.



The current breakdown of students by language profile for the academic year 2022-23	Anatolia	Pinewood
Total number of students	147	85
Number of students whose native language is Greek	132 / 90%	26/31%
Number of students whose native language is English:	1	2
Number of students who are bilingual in English and Greek (not classified in either group above):	6	13
Number of students who are bilingual in another language (not classified in either group above)	2	17
Number of students with other native languages: (Albanian 1, Armenian 1, Romanian 1, Russian 2, Ukrainian 1)	6	27

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-Pinewood 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-Pinewood considers the legal requirement to be met by students taking IBDP Modern Greek A: Literature or Modern Greek A: Language & Literature.
- (b) Regarding Greek history, current Anatolia-Pinewood 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*.

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 (primarily as *school-supported self-taught* candidates, but in some exceptional circumstances as *regular* candidates privately taught by a qualified instructor approved by the school). For instance, a Serbian student completed Serbian A: Literature HL with a private instructor approved by the school. In recent years, IBDP students have sat Group 1 courses in Danish, Bulgarian, German, Macedonian and Russian. Anatolia-Pinewood IBDP supports students according to the specification of the "Language A: literature school supported self-taught student guide", ensuring 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-Pinewood IBDP.

Choice of Anatolia-Pinewood 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 2021 IB publication, *General Regulations: Diploma Programme*, both contained in the Anatolia-Pinewood *IBDP Handbook* effective 2024. Under Greek legal requirements outlined above, Greek nationals are obligated to take Modern Greek A: Literature or Modern Greek A: Language & 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 & Literature as a Group 1 subject.

In addition to studying Greek or English Literature/Language and 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 or French Ab Initio; or Spanish and French 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 (measured by either a student's script from the IBDP scholarship exam or score/performance in an English language test/assessment to determine admission/appropriate placement), although exceptions may be permitted for individuals with unique language backgrounds and individualized requests.

Planning of Anatolia-Pinewood 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 for both planning and reflection, ensuring alignment of teaching approaches and agreement with IB 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-Pinewood IBDP course work, as long as the spelling protocol and/or reference style are used consistently. Study Skills workshops are conducted in 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, another language common to students.

Most students are expected but not compelled, as part of their *Creativity/Action/Service* (CAS) stipulation, to join 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-Pinewood 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 IBDP in grade 11, with a majority of students (approximately 70%) 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-Pinewood 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 or their performance in an English language assessment exercise conducted by IBDP English instructors to determine admission/appropriate placement).

Once study on the IBDP has commenced, students are formally assessed over the two-year period during two examination sessions: end-of-year exams for IB1 and mock exams for IB2. In-class assessment practices, although they may vary across subjects, are aligned with the Anatolia-Pinewood 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 exams) are given in English.

Based on the philosophy that all teachers are language teachers, Anatolia-Pinewood 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. Group 1 and 2 teachers are on-hand to offer support and advice, if necessary.

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 Information Literacy programme that includes: searching online subscription databases, bibliographies and citations, internet evaluation, and Academic Honesty. 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 IBDP CAS programme, the Extended Essay and Theory of Knowledge.

The Learning Hub and Language Support

The Anatolia-Pinewood IBDP offers academic support in the form of subject specific study skills to all students on a weekly basis through *The Learning Hub*.

The Learning Hub includes the *Centre 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-Pinewood 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. The Centre serves as an important form of support for teachers of all the subjects/components on the IBDP as students may visit the center to discuss any kind of IB writing task.



Modern Greek support may be offered for students identified as needing extra provision in the subject.

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

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 periodically 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, Fiona Cornes and Andrew Harrison

- June 2015
- June 2018
- June 2023
- January 2024



Appendix: From Anatolia College IBDP Handbook (effective September 2024)

3.3. SUBJECTS OFFERED

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.**

Student's Name:

		Higher	Standard
Group 1	STUDIES IN LANGUAGE & LITERATURE (Language A)		
	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"/>
	Modern Greek A – Language & Literature	<input type="checkbox"/>	<input type="checkbox"/>
	Other Language A (as a self-taught course)		<input type="checkbox"/>
Group 2	LANGUAGE ACQUISITION		
(Not compulsory if you have chosen 2 subjects from group 1)	English B	<input type="checkbox"/>	
	Spanish for beginners (Ab Initio)		<input type="checkbox"/>
	French 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"/>
	Mandarin Ab initio (as an online course*)		<input type="checkbox"/>
Group 3	INDIVIDUALS AND SOCIETIES		
	Business Management		
	Economics	<input type="checkbox"/>	<input type="checkbox"/>
	Global Politics	<input type="checkbox"/>	<input type="checkbox"/>
	History	<input type="checkbox"/>	<input type="checkbox"/>
	Psychology	<input type="checkbox"/>	<input type="checkbox"/>
	Environmental Systems & Societies (or as a Group 4 subject)		<input type="checkbox"/>
Group 4	NATURAL SCIENCES		
	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"/>
	Computer Science	<input type="checkbox"/>	<input type="checkbox"/>
	Physics	<input type="checkbox"/>	<input type="checkbox"/>
Group 5	MATHEMATICS		
	Mathematics Higher Level - Analysis and Approaches	<input type="checkbox"/>	
	Mathematics Standard Level - Analysis and Approaches		<input type="checkbox"/>
	Mathematics Standard Level - Applications and Interpretation		<input type="checkbox"/>
Group 6	ARTS AND ELECTIVES		
Or another Group 1, 2,3, or 4 subject	Dance	<input type="checkbox"/>	<input type="checkbox"/>
	Film (as an online course*)		<input type="checkbox"/>
	Music (additional fees if fewer than 7 students enroll)	<input type="checkbox"/>	<input type="checkbox"/>
	Theater Arts	<input type="checkbox"/>	<input type="checkbox"/>
	Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>