

Växjö Katedralskola, Sweden
IB Diploma Language Policy

World School 001106



<http://visuwords.com/language> accessed 17 October 2018

Philosophy

At Växjö Katedralskola we understand that language is the basis for precision in thinking and for communicating our understanding. In teaching and learning, our languages help us to acquire knowledge and skills. Our languages help us form our attitudes to identity and social inclusion in a multicultural environment. We use our languages for creative expression and exploration, as well as our languages such as musical notation and mathematical formulae.

The language policy of Växjö Katedralskola is to provide as many opportunities as possible for our students and faculty to express themselves in their many languages and codes of thinking, reflecting, and communicating. We understand that language is the basis for learning. The school supports international-mindedness in deepening understanding of varying cultural and religious perspectives. The school aims to support the cultural identity of each student, and encourages all to take a Bilingual Diploma. These goals support 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.”

- Växjö Katedralskola’s faculty, library, pastoral care, administrative and other staff, as well as decision-makers at municipal level, recognise their **shared responsibility** in providing the support required to sustain multilingualism and literacy throughout the school, understanding that language acquisition is a gradual process for each individual.

- Växjö Katedralskola promotes a policy of **full inclusion** that provides linguistic and other learning support for each student. Students are provided with instruction in mother-tongue languages, dictionaries, and online language resources in learning and assessment. Students are offered extra support if not proficient in the language of instruction, and provided with a digitalised translation service of school subjects.
- Växjö Katedralskola provides **instruction support** in the three courses in Swedish as a Second Language, in addition to the IBDP, for students starting Year 1 with previous academic acquisition in the subject. In response to recent changes in requirements for entry to universities in Sweden, the school no longer offers the Diploma courses Swedish A or Swedish B for students starting the preparatory year with no academic acquisition in the language. Diploma students arriving in Sweden may take the TISUS test **at any of the universities offering the test.**
<http://www.su.se/svefler/tisus/2.23810/tisus-test-in-swedish-for-university-studies-1.90668> (accessed 17 October 2018) Students with previous grades in the Swedish language may take Swedish as a Second Language parallel to the Diploma to qualify for university entry in Sweden. Several hours of one-to-one support are offered every week in the Study Centre.
- Växjö Katedralskola's DPC and academic coaches for each student confer with faculty and parents when giving **guidance on choices** of Diploma and other language subjects, such as Swedish as a second language to qualify for third-level education.
- Växjö Katedralskola appreciates that the **development of language skills** enables students to begin to think critically, visualise, and conceptualise, to take academic risks and ask questions, and to become principled and reflective.
- Växjö Katedralskola supports the linguistic development of all students in **using languages precisely and with confidence** in varying written and spoken contexts; in understanding and appreciating cultural differences; in stimulating the rich world of the imagination in literature; and in encouraging curiosity about ways of knowing and knowledge itself.

The newly renovated school **library**, at the heart of learning at the school, provides texts and online texts in many languages, and a lending service of books, audio books, Braille books, etexts and other sources from libraries all over Sweden. The librarian visits all IBDP classes and informs students in English and Swedish. The school library further provides information in English and Swedish on research techniques, such as:

DOAJ

DOAJ stands for directory of open access journals. DOAJ contains links to free, full text, quality controlled scientific and scholarly journals, covering all subjects and many languages.

Libris

In LIBRIS, you can find information about publications you can borrow from all Swedish university libraries, most of the Swedish research libraries and some public libraries. Most of the material can be ordered via the school library.

Library PressDisplay

You need a library card from the public library to get access to this database. It contains over 1700 newspapers and magazines from 92 countries in 48 languages, available in full text with a 60 day archive. The link leads to the public library website, and you get to Library PressDisplay by clicking the logo.

<https://vaxjo.se/sidor/forskola-och-skola/gymnasieskola/katedralskolan/elev-och-varldnadshavare/biblioteket/informationssokning/artiklar-och-nyheter.html>

All accessed 17 October 2018

IBDP students also have free access to **Växjö Municipal Library** for lending, lectures, exhibitions, and literature in many languages including Arabic, Bosnian-Serbo-Croatian, Persian, Somali, and Russian. The library at **Linnaeus University** (10 minutes from the school by bus) employs a librarian previously trained by the school at IB workshops, who understands the requirements of IBDP students for the EE and other research writing. <http://lnu.se/the-university-library/at-the-library?l=en> accessed 17 October 2018

Language and its pivotal place in IB learning is addressed in Group 1 English A Language and Learning; Language A Literature School-supported Self-taught; Swedish A Literature; Group 2 English B; French B; German B; Spanish B; and Swedish B; in other areas and ways of knowing in subjects in Groups 3, 4, 5, and 6 (most recently in a Psychology EE on cognitive behaviour studies in language and memory, and a World Studies EE on immigration and language loss in preserving identity in a new culture); in CAS projects involving languages; and in the Theory of Knowledge course. The working language of the IBDP at Växjö Katedralskola is English, **the language of instruction is English**, with the exception of instruction in Groups 1 and 2, and the response language for assessment is English. The school website provides **details in English and Swedish**. <https://www.katedralskolan.se/sidor/forskola-och-skola/gymnasieskola/katedralskolan/program-pa-katedral/international-baccalaureate.html> accessed 17 October 2018

The school's profile on the Association of Swedish IB Schools is in English at <http://www.swedishibschools.info/schools/about-us/page/4/108/> (accessed 18 October 2018) and in Swedish on Swedish education websites.

Many **language faculty** have experience of living overseas and the school offers their languages, such as Chinese, English, French, German, Italian, Japanese, and Spanish. The diversity of IBDP teaching staff, in addition to native Swedish speakers, includes native speakers in English, French, German, Polish, and Portuguese; as well as language teachers in other programmes that are native speakers of Italian, Japanese, and Persian.

The school is the **regional centre** for certification in English as the exam for CAE;

Engelska - CAE

CAE står för Certificate in Advanced English och är en internationell examen med ett språkdiplom på nivå C1 eller, med högsta betyg, C2. Ett CAE-diplom gör det möjligt att studera på engelska vid ett stort antal utländska universitet och det öppnar också dörrarna till en anställning inom flera internationellt verksamma företag. Inom ramen för Engelska 7 får du möjlighet att förbereda dig för och anmäla dig till en CAE-examen.

Cambridge ESOL Exam Preparation Centre



for French as the centre for the Commission Nationale Junior Diploma DELF;

Franska - DELF

Katedralskolan erbjuder elever att i anslutning till kursen i Franska steg 4 och/eller 5 anmäla sig till examen för DELF junior Diplôme d'études en langue française nivå B1 och/eller B2. Studierna ger en mångsidig språklig kompetens på en ganska hög nivå. Ett DELF-certifikat öppnar möjligheter till direktstudier vid många utländska universitet och även för anställning i ett stort antal internationellt verksamma företag.



and for German as the centre of the DSD Deutsches Sprachdiplom.

Tyska - DSD

Katedralskolan är, som enda skola i länet, certifierad av de tyska kulturministerierna för att examinera det tyska språkdiplomet, DSD. Du anmäler dig hos din tysklärare och får kostnadsfritt delta i provet. Med det tyska språkdiplomet's högsta nivå har du möjlighet att studera vid tyska universitet.



Växjö Katedralskola encourages students to **travel overseas** to improve linguistic competence. Most recently these included immersion studies in France, history, culture and identity studies in Germany, culture exchange in Italy, an eTwinning project, a Comenius exchange project with Bulgaria, Germany, Poland, Italy, and Turkey. There is also an ongoing Erasmus + project, Denke Global - Think Globally, involving Poland, Germany, Italy, Hungary, and Sweden. This project will end in 2018.

http://ec.europa.eu/education/opportunities/school/index_en.htm (accessed 17 October 2018). Students have visited IB Diploma classes from Budapest and Düsseldorf among other cities.

The school actively encourages students to form **extra-curricular clubs**, for languages among other subjects, that are run under the aegis of the school's Student Union, with the Japanese Club being one of the most active in its own common room in learning the language, showing films, and reading literature.

The school has been the active regional partner of the **Swedish Language Teachers' Association** (Språklärarnas Riksförbund <http://www.spraklararna.se/> accessed 17 October 2018), and held a conference of more than one hundred participants every October with invited speakers and workshop leaders for the languages of Chinese, English, French, German, Italian, Japanese, Russian, and Spanish. The IBDP French B teacher headed this as chair for five years. DP1 students hosted the event as a CAS Service project; organising reception of speakers from overseas and communicating in their languages, local tours of the city, tech support, assistance, and reception of publishers of textbooks and other media in many languages. This conference is now held in partnership with Linnaeus University.

Languages at Växjö Katedralskola Students leaving lower secondary school may apply for the IBDP to Växjö Municipality's Admissions Office, and should be qualified to take either the social or experimental sciences programmes at the school. They sit admissions tests in English and Mathematics and a small group interview in English with the Admissions Team that focuses on discussing and visualising the Learner Profile and their language skills. They take all subjects in English (excepting languages) in the preparatory year of Swedish national programme subjects before DP1, which raises their skills and gives them grades that contribute to university points in Sweden. They sit national examinations in English, Swedish as a first or second language, and a third language from a choice of Chinese, French, German, Italian, Japanese, and Spanish. They may also sit examinations in mother-tongue languages, and placement to the following DP language subjects is guided by their progress:

Group 1

- English A Language and Literature HL and SL
- Language A Literature School-Supported Self-Taught SL: Amharic, Arabic, Bulgarian, Chinese, Croatian, Danish, Dutch, Finnish, French, German, Hindi, Hungarian, Kurdish (request), Lithuanian, Norwegian, Persian, Polish, Portuguese, Romanian, Russian, Somali (request), Spanish, Swahili, and Turkish.
- Swedish A Literature HL and SL

Group 2

- English B HL
- French B HL and SL
- German B HL and SL
- Spanish B HL and SL
- Swedish B HL and SL

IBDP candidates may choose a third language in Group 6. The DP student body at Växjö Katedralskola, predominantly, has a Swedish background. Yet students achieving the top Diploma points in the last five years have spoken mother-tongue languages such as Dutch, Flemish, Somali and Vietnamese as well as Swedish. A recent DP graduating cohort have spoken first languages including Amharic, Arabic, sacred Akkadian/Aramaic, Bosnian-Serbo-Croatian, Chinese (Mandarin), Czech, Finnish, Hindi, Hungarian, Lithuanian, Polish, and Romanian.

CAS multilingualism projects include the annual school concert in many languages for International Language Day, which the entire school attends. The annual CAS Fair profiles inter-cultural projects. The Sweden-Somalia CAS project for IBDP students mentors new arrivals from Somalia to Sweden sharing languages and cultural customs. Other projects include holding lectures at the local university on the role of ICT in language learning; learning calligraphy to put up signs of welcome in many languages on open days; and using language games on the annual IBDP sleepover and other IBDP events on sites such as

<http://www.digitaldialects.com/>,

<https://lingyourlanguage.com/>,

<http://wordgames.me/>,

<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>,

<http://www.quia.com/web>,

<http://www.wolframalpha.com/examples/WordsAndLinguistics.html>.

all accessed 17 October 2018

Växjö Municipality provides extra-curricular tuition in **first languages** in teacher-run classes and other support, with formal CEFR grading. Instruction can also be provided in the five minority languages of Sweden: Finnish, Meänkieli, Romani Chib, Sami, and Yiddish.

The mother-tongue languages provided by the municipality include Albanian, Arabic, Bosnian-Serbo-Croatian, Dari, Finnish, French, German, Persian, Polish, Romanian, Russian, Somali, and Sorani as spoken in the area of South Kurdistan.

Adult Education ▶	<h2>Mother tongue</h2> <p>Pupils with another mother tongue than Swedish can apply for mother tongue education. The education offered to students in grades 1-9 and is voluntary.</p> <p>Mother tongue instruction is provided after school hours and 60 minutes per week.</p> <p>Pupils must learn mother tongue for a maximum of 7 years. Through teaching, students develop their native language and learn more about their own culture. Native language is a school subject, which means that teaching follows a curriculum and students are graded from grade 6th</p> <p>Instruction is offered in selected schools. For more information about which school offering native language, contact manager multilingualism Madeleine Médoc in education administration. If the student is in an independent school, contact the principal of the school.</p> <p>The right to mother tongue education:</p> <ul style="list-style-type: none"> • The student has basic knowledge of the language • Pupils use the language daily in the home • There are teachers with appropriate training • At least five students wish this teaching within the municipality, does not apply to Sami, Finnish, Meänkieli, Romani Chib or Yiddish. 	<p>Contact us » Education Department Madeleine Médoc Telephone 0470-410 00</p> <p>Responsible Manager Erling Rask Area Manager Political responsibility Education »</p>
Student Health elementary school ▶		
Student Health secondary school		
Language ▼		
Mother tongue		
Language Preschool / Language Class		
SFI - Swedish for Immigrants		
Culture School	<p>E-services E-services and forms » Native - application »</p>	

<http://www.vaxjo.se/sidor/forskola-och-skola/sprak-och-mottagningscenter/modersmal.html>

accessed 17 October 2018

Learning styles surveys of IBDP students show that the majority are visual learners, and this has informed the inclusion of visual material in this policy. Thank you, students in IB12A and IB13A.

Växjö Katedralskola IBDP students reflect on language acquisition

Some examples of language awareness include the reflections of recent IBDP candidates on the place of language in identity, international-mindedness, and the Learner Profile:

IB Diploma candidate taking Amharic Literature as a Group 1 school-supported, self-taught subject: **“My language doesn’t really have a word that I can use for addressing women’s rights in *Anna Karenina*. I will have to make up a word, using “happy”, “girl” and “being a same part of the group around her”.**

IB Diploma candidate returning from a CAS preservation with pandas in China: **“It was difficult to translate the concept of altruistically saving a species without using those animals to raise funding by training them to do tricks. The translations became too politically sensitive. I started to understand that the use of language can be very politically charged.”**

IB Diploma candidate making notes for a project to disseminate information about FGM to Swedish medical practitioners: **“Now I understand that the word ‘circumcision’ does not show us the right meaning for the torture of female genital mutilation, and that we are wrong to use it. Language is so powerful.”**

IB Diploma candidate visualising nature imagery in a poetry unit in Romanian Literature as a Group 1 school-supported self-taught subject: **“I’ve never done this in my language. I wonder if I can do it in English B as well? Will it show me how English speakers see their mountains?”**

IB Diploma candidate on return from an exchange trip to Spain: **“Speaking Spanish brings out a different side of me! Speaking with people from Chile and Uruguay gave me a new historical and political perspective.”**

IB Diploma candidate persuading a parent (with professional interpretation) that studying evolution in Biology in Group 4 does not threaten religious faith: **“There is a different language used for understanding evolution. It is not the same language that I use for understanding God. My brain and my heart and my soul are now growing big enough for many languages.”**

IB Diploma candidate after a unit on language death in Group 1 English A Language and Literature: **“I had no idea that there are so many ways of describing the world and our ideas about it. We need more languages, not fewer.”**

IB Diploma candidate after hosting a languages conference and workshop: **“I’ve been speaking French all day -- it makes me walk different!”**

IB Diploma candidate wrestling to edit a TOK essay: **“I need more words, lots more cool new words, to keep up with how fast my thinking is going at the moment.”**

Support Documentation

Sources are indicated by links embedded in content above. Some of the following sources are shared with DP students in weekly meetings with the DPC and academic coaches:

A comparative study of international mindedness in the IB Diploma Programme in Australia, China and India July (2014)

<http://www.ibo.org/globalassets/publications/ib-research/dp/international-mindedness-final-report.pdf>

AEM Conference Rome 2014 (DPC participant)

Martin, Brightman: Developing and supporting a multilingual learning community

<http://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/karin-martin.pdf>

British Council/Crystal, David. Will English always be the global language?

<https://www.youtube.com/watch?v=5Kvs8SxN8mc>

Council of Europe: Common European Framework of Reference for Languages (CEFR): Learning, Teaching, Assessment

http://www.coe.int/t/dg4/education/elp/elp-reg/cefr_scale_EN.asp

Developing a culture of multilingualism (PYP)

<http://blogs.ibo.org/sharingpyp/2015/02/24/culture-of-multilingualism/>

Digital stories could hold the key to multilingual literacy

<http://theconversation.com/digital-stories-could-hold-the-key-to-multilingual-literacy-for-african-children-40405>

Economist: Do different languages confer different personalities?

http://www.economist.com/node/21589237/johnson_do_different_languages_confer_different_personalities

Grosjean, Francois. Video interview on bilingualism.

https://www.youtube.com/watch?v=zj_CywViTzQ

Inugai Dixon, Carol. (2013) Multilingualism as a Fact, a Right, and a Resource for Developing Intercultural Awareness and Honoring Diversity in International Baccalaureate Programmes. (The Asian Conference on Language Learning)

http://iafor.org/archives/offprints/acll2013-offprints/ACLL2013_0054.pdf

Language Policy Learning Story

http://occ.ibo.org/ibis/documents/general/g_o_iboxx_amo_1302_1l_e.pdf

accessed 14 September 2017

Librarian role in multilingual learning communities

http://occ.ibo.org/ibis/documents/general/g_o_iboxx_amo_1301_1l_e.pdf

accessed 14 September 2017

McWhorter, John. (2014) *The Language Hoax*. OUP

Montrul, Silvina. (2012) *El bilingüismo en el mundo hispanohablante*. Wiley-Blackwell

Pavlenko, Aneta. (2014) *The Bilingual Mind and What it Tells Us about Language and Thought*. CUP

Stories of language learning and multilingualism

<https://www.youtube.com/watch?v=QYABEzA3SrM>

TED talk on politics and the English language

https://www.youtube.com/watch?v=f5ud_4pbXPk

TED talk on multilingualism blog, shared with DP students

http://www.ted.com/conversations/8328/as_a_trilingual_or_bilingual.html

UNESCO Education in a Multilingual World

<http://unesdoc.unesco.org/images/0012/001297/129728e.pdf>

UN Mother Language Day 21 February

<http://www.un.org/en/events/m>

All online resources accessed 17 October 2018

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