

# LINGUISTIC POLICY

Middle Years Programme & Diploma Programme

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## **1. INTRODUCTION**

This language policy is derived from the language philosophy of El Altillo International School and is a statement of objectives for language teaching and learning. It is based on convictions about pedagogy and learning and is therefore also a statement of action that describes the concrete applications that make it possible to achieve and evaluate these objectives.

The language policy of El Altillo International School is primarily concerned with supporting the teaching of second languages, which responds to the needs of the pupils and reflects the principles and practices of the Diploma. There is no doubt that the school has a unique social context with complex language and learning needs, however, this language policy takes into consideration the particular socio-cultural circumstances of our school community.

The development of this language policy is based on reflection and is the result of a detailed analysis which has sought to implement the necessary actions, based on collaboration, to meet the linguistic needs demanded by international programmes.

## **2. PHILOSOPHY AND PRINCIPLES ON WHICH THE LANGUAGE TEACHING AND LEARNING PROCESS IS BASED AT EL ALTILLO INTERNATIONAL SCHOOL**

Colegios Laude bases its educational philosophy on three fundamental pillars which it promotes and develops in all its centres: new information technologies, physical education and sport, and the English language. These three central pillars are complemented by the training of students in values, which allows for a solid education, based on the development of a free and critical conscience that allows students to develop independently but always with respect and tolerance. These principles are related to the fundamental concepts of IB: communication, holistic learning and intercultural awareness and in turn to the attributes of the learner profile of the international community. In this way, the aim of El Altillo International School is to provide a quality education, based on respect and work as fundamental principles, thus contributing in a unique and innovative way to the formation of responsible and caring citizens of the world, free and educated, in a caring and attentive environment.

One of the main characteristics of El Altillo International School which contributes to the solid academic formation of our pupils is its multilingual character which is evident from Infant to Baccaureate, the working languages of the school being English, French and Spanish. As mentioned above, the development of the English language is one of the three central pillars of the educational philosophy of Colegios Laude and a differentiating element in comparison with other schools. The School must be recognised as a clear promoter of the use of the English language and its pupils must be recognised for their command of the English language. Altillo International School supports trilingualism and encourages all members of the school community to be able to communicate in the two working languages of the school, English and Spanish. In this way, the school proclaims the acquisition and mastery of language as a fundamental element of learning and an essential tool for the academic, social and personal development of all students. Through language, students learn about themselves and others, encouraging and developing a taste for lifelong learning that will lead them to become responsible, committed citizens capable of contributing, within a framework of mutual understanding and intercultural respect, to creating a better and more peaceful world.

El Altillo International School firmly believes that learning a language also means getting to know a culture in depth. Thus, language acquisition occurs through a meaningful use of the language that allows the student to go beyond mere linguistic knowledge and go beyond it, integrating intercultural awareness throughout the entire educational process.

At El Altillo International School all teachers are language teachers, assuming their role as linguistic role models for the students and using the subjects as a vehicle for language learning, thus being responsible for facilitating communication in the school environment. Likewise, all teachers at El Altillo International School try to create a favourable environment in their classes for the linguistic development of the pupils, reinforcing the students' confidence in language acquisition. In this way, language teaching at El Altillo International School is not only concerned with the acquisition of a specific language but also includes a series of learning-related activities aimed at helping students to develop their language skills, through language, develop a range of skills to be able to achieve knowledge in different fields.

Finally, as an international school with two IB programmes - MYP and Diploma Programme - we see multilingualism as a benefit to the individual and society that should be encouraged and supported from the earliest years of childhood.

### **3. LANGUAGE PROFILE OF THE SCHOOL**

#### **3.1 LINGUISTIC PROFILE OF THE STUDENTS AT THE SCHOOL**

Although 98% of our students are of Spanish nationality, the rest of the students represent countries such as China, Germany, Great Britain, Norway and Russia, thus contributing to the international and intercultural atmosphere of the school. Throughout their time at El Altillo International School, our students have had the opportunity to grow up in a bilingual environment from an early age, where English and Spanish are used and coexist in the day to day life of the school. In addition, they have the valuable opportunity to be enriched by the trilingual framework that is projected in the school at all stages with the incorporation of French from Infant 1.

That is why at the end of the educational cycle our students are prepared to face a new stage, having developed the difficult and nowadays valued quality of communicating and knowing the language and culture of other countries. The linguistic profile we are trying to develop in the school is directly related to the profile of the IB learning community, namely that our students will be good communicators in an increasingly global world, to which they will undoubtedly have much to contribute and language skills will be fundamental to this end. With this aspect we will have fulfilled one of our main objectives as an international school, as a school of the world.

#### **3.2 LANGUAGES: ENGLISH AND SPANISH AS LANGUAGES OF INSTRUCTION AND COMMUNICATION IN THE TEACHING-LEARNING PROCESS.**

The main objective of Altillo International School is to enable pupils to become proficient in the three A languages of the school (English, Spanish and French) by the end of their time at the school of their time at the school. All students are given opportunities and examples to develop the skills, knowledge and attitudes to become effective communicators in any of the school's three languages.

However, not all students have the knowledge and ability to use all three languages in the same way. Students vary in their ability to develop their linguistic potential. Thus, some reach functional competence in a particular language(s) while others reach a level close to bilingualism or fully bilingual. Language acquisition at El Altillo International School is understood as a continuous process which is combined with the individual progress made by each student at their own pace. In this way, the aim is to develop an additive bilingualism in students, who acquire second language(s) and culture(s) without displacing or replacing their first language or culture.

Normally, Spanish and/or English is the student's native language, so in these cases it is their basic communication tool and the one that will favour learning in the rest of the subjects of the school's educational programme. In addition, these languages are the ones that foster social contacts within the school.

The general aim of the study and teaching of Language is to encourage and enable the pupil to be able to:

- Use language as a vehicle to convey their thoughts, their creativity, their capacity for reflection and learning, to develop the ability to express themselves and to facilitate social interaction.
- Develop skills related to listening comprehension, oral expression, reading comprehension, written expression and visual presentation skills in a variety of contexts.
- Develop critical, creative and personal approaches to the study and analysis of literary and non-literary works.
- Explore the literature of diverse cultures and historical periods.
- Study and analyse aspects of their own culture, the host culture and other cultures through literary works.
- Use information and communication technologies to explore language.
- Develop a taste for reading different types of texts as an attitude they will maintain throughout their lives.
- Apply the skills and knowledge acquired through the study of the A language in a variety of real-life contexts.

In this way, linguistic immersion is accompanied by knowledge, respect and dedication to the student, who is the true protagonist of his or her own learning, within an environment of confidence and security, creative and tolerant, enriched by the diversity of an international school.

#### **4. ASSESSMENT OF THE LANGUAGE LEVEL OF PUPILS. OFFICIAL QUALIFICATIONS**

The school, and more specifically the Language Department, encourages pupils to prepare, on a voluntary basis, for external examinations organised by different institutions of local and international recognition. The school is responsible for the processing of applications to take part in the various examinations. Only in the case of English language exams, the school is also an examination centre. From the 4th year of Secondary, the English groups are divided into levels, depending on the external exam they are prepared to take. In the case of French, the levels are established from 1st Baccaalaureate onwards.

##### **ENGLISH LANGUAGE:**

- Primary 3rd and 4th grades: Taking the Starters, Movers, Flyers exams, issued by Cambridge University.
- Year 5 Primary: Taking the KET exam, issued by Cambridge University.
- Year 6 Primary: PET exam, issued by Cambridge University.

Second and third year ESO: Taking the FIRST CERTIFICATE exam, issued by Cambridge University.

- 1st year of Bachillerato: Taking the ADVANCED and PROFICIENCY exam, issued by Cambridge University.
- Year 2 of Bachillerato: Taking the BULATS exam, issued by Cambridge University.
- Courses from 1st Primary to 2nd Baccaalaureate: Taking the Trinity exam (level 1-12), issued by Cambridge University.

Trinity (level 1-12), issued by Trinity College.

##### **⇒ ENGLISH LANGUAGE CERTIFICATES > DESCRIPTION**

The Diplomas in English as a Foreign Language are official qualifications, accrediting the degree of competence and command of the English language. They are awarded by the University of Cambridge or, in the case of SATS, by the British Council.

##### **▪ STARTERS, MOVERS, FLYERS**

Specific examinations for non-native speakers of English which certify basic linguistic competence in understanding and using the language in foreseeable situations.

- (KET) KEY ENGLISH TEST

A test specifically for non-native speakers of English that tests basic language proficiency in understanding and using language in predictable situations, with an emphasis on demonstrating competence in communicative situations that require meeting immediate needs.

- (PET) PRELIMINARY ENGLISH TEST

A test specifically for non-native speakers of English which demonstrates sufficient linguistic competence to understand and react appropriately to the most common situations in everyday life and to communicate basic wants and needs.

- (FCE) FIRST CERTIFICATE IN ENGLISH

Specific exam for students who do not have English as their mother tongue, which certifies sufficient linguistic competence to get by in everyday situations, in normal circumstances of communication that do not require specialised use of the language.

- CERTIFICATE IN ADVANCED ENGLISH (CAE)

Specific examination for students who do not have English as their mother tongue, which certifies the linguistic competence necessary to cope in situations which require a fluent use of the language and a knowledge of the relationships between language and culture which are manifested through it.

- CERTIFICATE IN PROFICIENCY IN ENGLISH (CPE)

A specific exam for non-native speakers of English which certifies exceptional linguistic ability to cope in situations requiring the fluency and complexity of a highly proficient English speaker. Tests the ability to study or work in an English-speaking environment very high-ranking professional or academic, e.g. in postgraduate or doctoral programmes.

## **FRENCH LANGUAGE:**

The DELF (Diplôme d'Etudes de Langue Française) and the DALF (Diplôme Avancé de Langue Française) are official diplomas awarded by the French Ministry of National Education, which permanently certify your level of proficiency in French.



They are made up of 6 independent diplomas, corresponding to the six levels of the Common European Framework of Reference for Languages (CEFR).

The DELF Junior (A1, A2, B1, B2) is the version adapted to young people and adolescents for as long as they remain in the education system (from the age of 12).

### Organisation of examinations

DELF	Diplomas *	Collective tests	Individual orals	
			Preparation	Exam
	A1	1h20	10 min	5/7 min
	A2	1h40	10 min	6/8 min
	B1	1h45	10 min	15 min
	B2	2h30	30 min	20 min

\* Score: /100 - Pass mark: 50/100 - Eliminary mark:

*less than 5/25 in any of the 4 tests.*

- The A1 diploma certifies that the candidate can interact with limited ability in very simple everyday situations. It is aimed at our 6th grade students and is carried out internally and unofficially at the school with the school's teachers.
- The A2 diploma certifies that the candidate begins to intervene with limited independence in predictable situations of everyday life. Pupils take the A2 exams in the first year of secondary school through the French Cultural Institute.
- The B1 diploma shows that the candidate can deal with most communication situations and is able to improvise and interact. The exam is offered to students from the 3rd year of secondary school.
- The B2 diploma certifies that the candidate is able to actively develop in almost the whole range of personal and professional situations, being able to express oneself in a clear, detailed and well-argued manner. This diploma exempts you from the language test and gives you access to most French universities. The DELF B2 is taken in the Bacalaurate.

## **5. LANGUAGE LEVEL TESTS IN THE ADMISSION PROCESS FOR NEW STUDENTS**

As part of the admission process for new students, they are given a test to measure their linguistic competence in Spanish and English. Depending on the results obtained in these tests, specific strategies are designed to develop the language skills of each pupil, who will develop them at their own pace. (See Induction Plan in Secondary Education English/Spanish).

## **6. PROMOTION AND DEVELOPMENT OF THE SPANISH LANGUAGE**

From a learning point of view, exercises in reading comprehension, textual pragmatics, syntactic analysis, spelling, semantics and writing, among others, are carried out. Texts of different formal and purely creative nature are written and analysed: essays, letters, stories, poems, etc. The student can encode and decode all types of texts depending on the type of sender and receiver, as well as the target audience. Both individual and group work is encouraged. They are provided with the necessary tools to carry out research work as well as presentations. The same emphasis is placed on oral presentations through debates, performances and presentations.

Interdisciplinary work is carried out with other departments. The areas of interaction are present throughout the curricular development of the subject, with specific references to each of them depending on the subject to be dealt with. Numerous activities are carried out to promote and develop the Spanish language: attendance at conferences, exhibitions and theatrical performances, excursions, special celebrations (Book Day and Humanities Week), visits by writers... But, without doubt, El Altillo International School stands out for its work in the development of creative writing. Thus, the participation of all students in literary competitions (local literary contests...) is greatly encouraged. The aim is to bring students closer to the world of literary creation, which is why we try a series of activities aimed at encouraging creative writing and reading.

We also have no doubt about the value of literature as a source of pleasure and learning, not only at school, but throughout our lives Altillo International School has this as one of its main aspirations when it comes to promoting and developing the Spanish language.

## **7. TRAINING AND LINGUISTIC DEVELOPMENT OF SCHOOL STAFF**

A school which offers and requires its pupils a trilingual education cannot overlook the training of its staff in at least the co-official languages of the school: English and Spanish. In this way, many of our teachers and auxiliary staff are bilingual but, with the clear objective of promoting a basic command of the two languages of communication at the school, and without neglecting the reconciliation of work and family life, we offer the possibility for our staff to have access to learning and improving their language training at the end of the school day, free of charge. The offer includes different levels of both English and Spanish. Through this system our staff are much more aware of the use of another language and the effort to use it on a daily basis in our centre, removing any kind of language barrier that may impede communication at any level, either with students, other staff or parents.

## **8. SECONDARY INDUCTION PLAN ENGLISH/SPANISH**

The main purpose of the Secondary Induction Programme is to provide students with the language skills they need to accelerate their inclusion and integration into the El Altillo International School community and ultimately to successfully complete the Secondary curriculum. The programme is aimed at new pupils entering the school with an insufficient level of English and/or Spanish and is integrated into the subjects English Language and Spanish Language and Literature in a combination covering the four essential areas - speaking, listening, reading and writing - in accordance with the European Framework of Reference for Languages.

The Programme aims to provide these new students, as smoothly and quickly as possible and without being separated from the rest of their group, with the linguistic tools that will enable them to function and progress in the main subjects of the curriculum. There will be an initial assessment of the student's level and then periodic evaluations will be carried out to monitor the progress of the students and to assess whether the students are ready to follow the general progress of their group. Progression takes into account that, although it is possible to reach the required level of the language in one academic year, for some learners it may take longer. The speed of progression will depend both on the learner's prior knowledge and academic level and their commitment to improvement. It should also be borne in mind that pupils with a poorer entry level may need more than one course. Beyond the classroom, since learning obviously does not stop at school, induction students are actively encouraged to continue to improve and progress at home through a variety of methods and media that facilitate language learning.

The following strategies will help to accelerate and maximise this progression:

1. Have a native English/Spanish tutor 2/3 weekly homework support sessions.
2. Reading aloud 15 minutes a day.
3. Grammar or vocabulary games.
4. TV programmes and films in English/Spanish with subtitles.
5. To listen to music, audio books or podcasts in English/Spanish.
6. Additional recommendations from teachers appropriate to each individual induction student.

## **9. PHASES OF LANGUAGE ACQUISITION OF THE PAI. ENGLISH**

The evaluation of Language Acquisition courses in all years of the programme is based on four criteria:

Criterion A: Comprehension of oral and visual texts.

Criterion B: Comprehension of written and visual texts.

Criterion C: Response to oral, written and visual texts. Criterion D: Use of spoken and written language.

Teaching and learning in the Language Acquisition subject group is structured in six phases. When planning the Language Acquisition curriculum, pupils in ESO 1 start with phase 2 on the basis of the level of competence that can be achieved by the end of the year by pupils at an intermediate level of competence as well as by beginners and new entrants to the school.

New pupils joining the school take a level test beforehand to determine if their level is suitable to join the phase.

In order for pupils to achieve the specific objectives of the subject Language Acquisition (English), each of the macro language skills - listening comprehension, speaking, reading comprehension, writing and visual skills, the units planned during the course provide pupils with opportunities to practise and develop these skills.

In MYP English, speaking skills are developed through oral presentations, class discussions, lectures and speeches. In order to develop and extend their language skills, students have the opportunity to communicate in a variety of styles and forms for a range of purposes and audiences. The study of literature and language is integrated and organised within the framework of the literary genres fiction and prose non-fiction. Grammar, spelling and punctuation are taught within the context and according to the individual needs of the students. In all courses, the aim is to promote an enjoyment of literature and language.

## **10. LANGUAGES IN THE DIPLOMA PROGRAMME. SPANISH A LITERATURE AND ENGLISH B.**

The language in which the Diploma Programme is taught at El Altillo International is Spanish, the mother tongue of the vast majority of our students.

The Group 1 Spanish A Literature NS course implements the IB policy of supporting mother tongue study. This subject can be taken in any language that has a sufficiently developed written literature, in our case, it is Spanish. At the same time, students study the contents of the Spanish Language and Literature subject of the national curriculum which enables them to take the Pevau (University Entrance Examination).

The Spanish A Literature NS course focuses on a group of literary works to be approached from three different areas of exploration. The course leads to in-depth exploration of literary works from a variety of cultures, genres and periods. Students learn to appreciate the art of literature, to develop the ability to reflect critically on their readings, and to present literary analysis effectively through both oral and written communication.

One of the requirements of the programme is that students study at least one subject from Group 2. Language Acquisition. In the case of El Altillo International School it is NS English B.

Modern language courses emphasise the acquisition and use of language in a variety of contexts and for different purposes, while at the same time promoting an understanding of another culture through the study of its language. It is a course designed for learners who have some prior knowledge of the target language.

## **11. REVISION AND DISSEMINATION OF THE DOCUMENT**

This policy will be reviewed annually. The last review was in July 2023 and the following took part in the review and dissemination of the policy: Management, Secondary and Baccalaureate Coordination (MYP and DP Coordinators), Heads of Departments, Diploma Programme teachers in Groups 1 and 2: Language and Literature Studies and Language Acquisition.

## **12. BIBLIOGRAPHY**

- *Pautas para elaborar la política lingüística del colegio.*
- *Pautas para la autorreflexión de los colegios sobre su política*

**ANNEX:**  
**LANGUAGE DEPARTMENT**

**MOTHER-TONGUE SURVEY**

<b>STUDENT'S NAME:</b>	<b>CURRENT YEAR LEVEL:</b>
<b>AGE:</b>	

**1. What language(s) are spoken at home?**

Between Student & Mother/Guardian:

\_\_\_\_\_

Between Student & Father/Guardian:

\_\_\_\_\_

Between

Parents/Guardians: \_\_\_\_\_

**2. Do you consistently speak in a language other than English?**

Yes

No

Language(s)

\_\_\_\_\_

**3. Do you write/read in any language other than English?**

Language:

Fluent

Limited

Language:

Fluent

Limited

**Thank you for taking the time to complete this survey. Please return it to the office.**