



**INTERNATIONAL
SCHOOL OF UGANDA**
SINCE 1967

ISU LANGUAGE POLICY

Reviewed January 2018
To be reviewed May 2020

The International School of Uganda

Language Policy

Philosophy

We believe that language is key to learning, thus every teacher at ISU is a language teacher. While the language of instruction is English, other languages are respected and supported. Students learn to communicate in many different ways and use many forms of language including verbal and non-verbal language, written language, numeric and scientific language. They also learn language through the performing and visual arts. Language learning at ISU refers not only to the learning of a specific language, but also includes any and all activities that bring about learning. Through language, our students acquire the ability to think and learn, develop social skills and values, and acquire knowledge.

The school prepares its students to become world citizens who are multi-lingual, multi-cultural and internationally-minded. Language development and cultural understandings are key to genuine international mindedness, which forms a basis of the Mission Statement of the school. The school community is plurilingual: many languages coexist within it. Students are encouraged to discuss languages and the cultures associated with them, using the English language as a common link. Whilst English is the medium of instruction here, it is recognised and understood by all teachers, that the development of a student's Home is also crucial to their academic success. It strengthens a student's ability to transfer skills, knowledge and conceptual understandings. The school aims to support the development of Home Languages and where appropriate to the needs of a student work may be undertaken in that language, translations sought or other relevant accommodations made.

We endeavour to prepare the students with the language skills they need for:

- Constructing meaning, understanding, reflecting and making sense of the world.
- Acquiring and sharing information, knowledge and skills.
- Creative expression
- Understanding and interpreting non-verbal communication such as body language.
- Developing personal identity and self-confidence

Learning Principles

The following Learning Principles guide all teaching and learning at ISU. The expectation is that all teachers' work is grounded in these principles

Learning is inclusive

- Providing meaningful, challenging and relevant learning for a diverse community.
- Empowering self-reliance, independence, confidence and grounded in a sense of belonging.
- When we see ourselves as part of the learning process.
- Taking into account different learning styles.
- It is culturally sensitive.

Learning is inquiry driven

- Is conceptual - developing an understanding of transferable concepts.
- Is engaging and of interest to us.
- Is active and hands on.
- When we make a personal connection to the topic.

Learning is creative and challenging

- Innovative and progressive, preparing students for the future.
- Ensures that everyone meets their own potential.
- Ensures a strong grounding in traditional disciplines.
- Uses a variety of resources to foster creativity and challenge thinking.

Learning is enhanced by our environment

- The learning environment (physical, social and emotional) is safe and inclusive of all.
- Our sense of community is valued and promoted.
- All relationships within our community are respectful of individual differences and promote individual growth.
- We learn from, and share our knowledge and expertise with the local and global community.
- We value and care for the natural environment.
- Learning is a partnership between the home and school.

Learning is both social and independent

- It demands collaboration, cooperation and communication while thoughtfully considering the ideas of others.
- Communication is open and respectful.
- Learners have opportunities to independently question, evaluate and reflect on their own thinking and work.
- Students learn how to choose when it is appropriate to work independently and when to collaborate with others

Learning builds moral character

- Helping students develop a sense of integrity and responsibility to themselves and others.
- Students are encouraged to have the courage to stand up for their convictions and their beliefs.

Learning is reflective:

- Teaching is responsive to the learners' needs.
- Learners give and receive frequent, quality and constructive feedback that leads to further learning.
- Learners are challenged to reflect on our learning experiences and take action on feedback
- Learners are responsible for their own learning.
- We acknowledge our successes as well as our mistakes and shortcomings.

Learning is Lifelong:

- Students are equipped with skills and strategies to access opportunities and resources in an ever-changing world.

- Teachers foster and encourage curiosity and the love of learning.
- Teachers provide opportunities for self-directed learning.

The Learner Profile

In relation to the IB Learner Profile, we aim for students to develop knowledge, skills and attitudes that will enable them to be:

Inquirers: They use language to formulate questions and acquire information and knowledge.

Thinkers: They are able to articulate their thoughts and ideas clearly. They are aware of the reasons why they use language and how it affects others.

Communicators: They are competent users of language in a variety of situations. They listen attentively and pay attention to detail. They speak confidently and clearly. They read fluently with good comprehension. They write clearly, concisely and accurately in a style appropriate for the purpose.

Risk takers: They are willing to attempt to read, write or speak in situations where they may not feel totally confident.

Knowledgeable: They have acquired the vocabulary and understanding to discuss language structures, text forms, literary styles and genres. They have an awareness of different artistic and literary traditions.

Principled: They are aware of the power of language and the profound effect it can have on others. They realize that language must be used responsibly and know that language can be used irresponsibly or for unethical purposes.

Caring: They show care in their use of language and are aware of how the use of language can affect others.

Open minded: They respect differences and similarities between languages, cultures, dialects and personal communication styles. They approach texts critically with an awareness of bias.

Well-balanced: They express themselves orally and in writing, and find a balance between listening and speaking when communicating with others. They read a range of written material and are able to write for different purposes and audiences.

Reflective: They reflect on their language development and consciously work at improving their language proficiency.

The Learning Environment

The teaching and learning environment is supportive, safe, caring and positive, encouraging verbal expression. Students' confidence is developed through providing positive feedback and creating opportunities for oral reading, presentations, discussions and debate.

Teachers are all encouraged and supported in using their personal experiences, strengths, passions and individual teaching styles to teach language in a holistic, inclusive and internationally minded manner, to the benefit of the students at ISU.

Language Programmes

Primary Years Programme

In the Primary Years Programme (PYP), all teachers are responsible for developing the three strands of language. The strands are oral language (listening and speaking), visual language (viewing and presenting) and written language (reading and writing). Teaching of language in the PYP is informed by the IBO PYP scope and sequence documentation and the Australian Curriculum English Content Descriptions. Language is taught in both disciplinary and transdisciplinary contexts. At ISU, students learn language (oral, visual and written), learn about language (developing an understanding about how language works) and learn through language (how to use language as a tool to think about a theme, concept or issue).

English in the PYP

English is the language of instruction at ISU. Oral and written communication is typically conducted in English however, communication in any of the students' languages is encouraged to help support all language learning and transference. Competence in English, along with proficiency in home language, is key to students' success in all areas of the PYP. All teachers and teaching assistants teach and help students to learn the language skills that are necessary in all areas of the curriculum, while adapting their materials and teaching strategies to take account of the needs of students who are not native speakers of English and students with learning differences. Curriculum (for example, instruction, assessment criteria, and rubrics) is adapted for English as an Additional Language (EAL) students as necessary, particularly in Units of Inquiry. First year English language learners are withdrawn for intensive English language instruction in place of additional language classes. Teachers co-teach with the Learning Support department to integrate new EAL students into the mainstream program. Inclusive instruction supports students who are developing their English skills through integrating language and content (language proficiency, content knowledge, academic skills).

Inquiry based conceptual learning

The Junior School follows the IB PYP inquiry based, conceptual framework of teaching and learning and implements the Australian Curriculum Learning Area Content Descriptions to plan and guide instruction and assessment to measure student achievement as they move through the school.

Additional Language in the PYP

Additional Language learning aims to develop in the students the skills necessary to be effective language learners and communicators who are able to participate in their global community. The PYP programme requires children to learn an additional language. This shared goal encourages the appreciation of cultures and the development of internationally minded students.

- We believe that learning how to learn a language is a key principle which develops the skills of language learning
- Providing choice with additional languages increases motivation and value in learning
- Learning a language with opportunity to practice with peers or in the local context increases the pace of language acquisition

- Offering languages relevant to the local contexts builds cultural awareness and understanding such as Arabic, Kiswahili and Luganda
- Offering a wide range of languages recognises the linguistic strengths of the student body and our aim of developing internationally minded learners

In Junior School, children start Additional Languages in Kinder. Additional language learning in Early Childhood focuses on language in the context of games, songs and play in both Home and the host country languages.

We start by providing students and families a choice in the language of study. From Kinder to Grade 5, their knowledge and understanding of the language develops in the areas of listening and understanding, speaking and communicating, reading and responding and writing. Grammar is taught implicitly in the early stages and more explicitly through a conceptual lens as the children develop their skills. The Additional Language is used as the language of instruction in these classes, as far as is appropriate. All classes are carefully differentiated to ensure the best learning opportunities for all students.

The school also offers EAL classes (English as an Additional Language) as an alternative option for students who have had insufficient prior instruction in English.

Middle Years Programme

At ISU, MYP (Middle Years Program) students engage in the study of Language and Literature. In this course, students develop competency in six areas of their target language including listening, reading, viewing, writing, speaking and presenting. Language is of vital importance in explaining thought processes and ideas, communicating, negotiating and as a means of expression. Our aim is for each student to reach the highest level of proficiency. Since our students come from such a wide variety of backgrounds, we offer this subject in English.

MYP Language Acquisition is an additional compulsory component of the MYP in every year of the programme. Schools are expected to provide sustained language learning in at least two languages for each year of the MYP. At ISU, students have the option of studying either French or Spanish as their Language Acquisition subject. The school also offers EAL classes (English as an Additional Language) as an alternative option for students who have had insufficient prior instruction in English.

In the MYP, the curriculum is documented through unit plans, which include content, resources, global contexts, and assessment activities. The curriculum is developed according to an IB framework with set final aims and objectives. The unit plan documentation is intended to ensure continuity and progression. ISU actively facilitates and promotes collaborative planning for the purpose of curriculum planning, review and reflection. Teachers plan increasingly complex units of work that will cover the entire scope of the objectives themselves.

Language and Literature

The teaching and learning of Language and Literature is compulsory in every year of the programme. The five skills of speaking, listening reading, writing and viewing are balanced and the programme encourages students to make links within and across subject groups through the Global Contexts, which include:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability
- Fairness and development

In keeping with the IB's principles, holistic and global perspectives, intercultural awareness and communication guide the teaching of English, as of other subjects. Learner outcomes match the MYP objectives and the assessment criteria of: Analysing, Organising, Producing Text and Using Language. In Literature, a variety of genres is studied, including novels, short stories, plays, autobiographies and biographies. Resources used and tasks assigned are carefully chosen and prepared so that objectives can be met and assessment criteria can be applied.

Language Acquisition

The teaching and learning of Language Acquisition, French or Spanish is compulsory in every year of the programme, except for some Learning Support and English as an Additional Language student. In MYP Language Acquisition, the purposes and targets for learning language are divided into four areas of communication: (A) Comprehension of spoken and visual texts, (B) Comprehension of written and visual texts, (C) Communicating in response to spoken and/or written and/or visual text and (D) Using language in spoken and written form.

Resources used and tasks assigned are carefully chosen so that objectives can be met and assessment criteria can be applied according to the different Phases the students are studying the Acquisition Language.

Diploma Programme

Language in the Diploma Programme

There are many language choices offered by the IB. The options provided by ISU include:

- Language A: Language and Literature or Literature
- Language B: Ab initio and B

For a more detailed description, see appendix A

Bilingual Diplomas should be promoted, as they can make a difference in college applications and future job opportunities (refer to the Bilingual Diploma explanation in the "Language Support and Resources" section below). According to the latest Handbook of Procedures (2015), there are now only 2 ways of getting a Bilingual Diploma: either by taking 2 Language A IB examinations, or by taking the Group 3, or 4 IB examinations in a different language to the student's Language A.

MYP and DP Placement Policies

MYP Placement Policy

Upon reaching Grade 6, students are given the option to choose their Acquisition Language of choice between French and Spanish. However, if the student is new and not fluent in English, he/she is placed in EAL. Once the language has been chosen in Grade 6, students are advised to continue studying the same Acquisition Language throughout their entire MYP.

If a student is fluent in French or Spanish, or if his/her language skills by far exceeds those of the Language Acquisition students, they should take the other language. The MYP recommends that there should be no more than 2 phases' difference in the same class, and admits that such a situation would pose a difficult task for the language teacher to be able to differentiate in a meaningful way.

Teaching and learning in Language Acquisition is organized into six phases. The phases represent a developmental continuum of additional language learning (Language Acquisition). Placement is based on proficiency. Students may commence their Language B course in any phase on the continuum and may exit from any phase on the continuum. Teachers however, must take note of the following stipulations:

- Students with no prior knowledge of the Acquisition Language they wish to study in the MYP should start in Phase 1.
- It is assumed that students exiting from Phase 4 have had the equivalent of at least five years of Language B learning.

Note: The phases are not organized into age groups or MYP years. Phases 3 and 4 allow for a smooth transition from MYP Language Acquisition to the DP Language B courses. The MYP framework for Language Acquisition reflects the concepts and skills of the presumed knowledge for these DP Language B courses.

DP Placement Policy

Students are placed based on their previous MYP Language Acquisition experience. The following courses are on offer: 1) French Ab Initio, French B SL, French B HL, 2) Spanish B SL and HL. *Any other Ab Initio or B language can be offered by Pamoja Education.*

- *Students should not take the Ab-Initio course if they have previously taken their language of choice for three years or more. However, if proven that the course is too challenging for a particular student, they may be allowed to take the Ab Initio course.*
- *Students who achieve a final grade of 3 or less in Grade 11, will be advised to review their language options.*

MYP/DP EAL Placement / Exit Policy

Students new to ISU who need English Support are identified on the registration form and through an interview with parents/students. Subject/homeroom teachers may also refer students. Following testing by the EAL teacher, the student's level is determined and according to need they attend either 5 or 10 weekly lessons, coming out of MYP Language Acquisition only or both MYP English and MYP Language Acquisition. The EAL and subject teachers determine the exit

criteria. Exit normally takes place at the end of the academic year in June or, in the case of rapid progress, in January.

Host Country Language

Uganda is a country with 41 different recognised languages. Of these, 12 are institutional, 19 are developing, 6 are vigorous, 2 are in trouble, and 2 are dying. All are referred to as 'living languages'. ("Uganda." *Ethnologue: Languages of the World*. Ed. Lewis, M. Paul, Gary F. Simons, and Charles D. Fenig. SIL International, 2013. Web. 28 Oct. 2013.)

There are three 'official languages', English, Ganda and Swahili. English is the lingua franca in Uganda and the common language spoken by many throughout the whole country. It is the official language of ISU. Ganda is also referred to as Luganda and is the language spoken in the Buganda Kingdom where the school is situated. This language is a living language of the school as it is widely spoken around the campus. Luganda and Kiswahili are also offered as An Additional Language in the Junior School.

Home Language Development

Home language development is central to the development of cognitive skills in children. Literacy in the first language is recognised as an important part in the development of all students' self-esteem and cultural identity. It is a key component of successful learning in English and other languages. To this end, parents of PYP, MYP and DP students are strongly encouraged to support them in speaking and doing as many activities as possible in their Home Language. It may be appropriate to allow students to do research in their Home Language or present information bilingually, in the Home Language and English. Reading is supported through a range of Home Language literature available from the schools' library and online resources.

In Junior School, there is a Home Languages programme for the students. There is one class a week allocated for Home Language lessons and the school provides the facilities and some guidance through the teacher liaison, for the people teaching the classes. Parents, volunteers or teachers from outside ISU, employed by participating families, run the classes. Classes are currently being offered in Spanish, Danish, Italian, German, Greek, Chinese, Swedish, Luganda, Rutooro, Afrikaans and Dutch (run through the Dutch government programme for both Junior and Senior School students). There is the possibility of expansion to other languages as the need arises and the teachers become available. There are 101 (at time of writing, Feb. 2018) children enrolled in the programme. Students not attending Home Language classes have a language class at the same time focusing on skills such as reading.

The school also actively encourages Home Language classes within the extra-curricular programme for groups of families who are interested in a particular language. We also celebrate languages spoken by our students during Junior School and Senior School Assemblies. This may be through a performance or similar or through a specific celebration of Home Languages held on International Mother Tongue Day or the United Nations Day. Our diverse culture and language profile is also celebrated every year at our Festival of World Cultures, which is a highlight on the whole school calendar.

Diploma Programme students at ISU with strong Home language skills should be encouraged to consider taking the bilingual diploma.

English as an Additional Language (EAL)

Junior School

The aim of EAL support is to help students integrate socially and academically. The programme is designed to support children with no or limited knowledge of the English language. Children are assessed as they register at the school for their level of English and accordingly support will be provided to those that need it. Classroom teachers can also refer children for EAL support from grades Kinder to Grade 5. The support is provided collaboratively with the Learning Support Department and the classroom teachers. The Learning Support team, teachers and TAs work together to plan for differentiated learning and to ensure that the curriculum is accessible to all learners. The level of support and length of provision is dependent on the needs of each child. Children coming in with little or no proficiency in English language will take English as their Additional Language classes for two years. It is recognized that it can take between 7 and 9 years to become academically proficient in an additional language.

Senior School

On admission to ISU, students are assessed to determine their level of English. ISU uses WIDA MODEL (Measure of Developing English Language) as an identification/placement assessment both for newly enrolled EAL students and as an interim progress monitoring assessment. Depending on their individual linguistic needs, students attend either 5 or 10 lessons per week, instead of attending MYP Language Acquisition and/or MYP English. MYP students, new to English medium, are normally eligible for 1 year of EAL withdrawal, but it depends on their individual needs. It is highly recommended that students not proficient in English be advised not to take the full IB Diploma.

The EAL programme involves group and individual instruction, primarily on a withdrawal basis. It is advised that each EAL student carries a bilingual dictionary with them at all times. Exiting from EAL is done in consultation with all relevant teachers. Students who have exited the programme are still welcome to seek advice and support from the EAL department on a more informal basis.

Learning Support Students who have learning differences receive extra support as needed from the Learning Support (LS), depending on the resources and facilities available. The referral process is documented in the Student / Parent Handbook, beginning with pre-referral interventions, and ending with a fully developed Individual Education Plan. Students who receive LS support may be withdrawn from classes or receive integrated assistance depending on their age, level of need, and schedule. Students who require modified instruction (instruction at a different level than their peers) have an Individual Education Plan, which documents and guides the support that they receive.

Assessment within the Programmes Assessment in language is carried out according to the school's assessment policy (see The Whole School Assessment Policy).

In the PYP, language is assessed using both formative and summative assessments developed for each Unit of Inquiry or in disciplinary contexts either through language instruction or other curriculum areas.

In the MYP students are assessed according to MYP criteria or school adaptations of them for

younger students or students with less experience of a language. In Language B, since there are often students with a wide variety of language levels in the same class, it may be appropriate to use different criteria for students in the same class.

In the DP students are assessed using the IB Diploma criteria for Languages A, B Standard or Higher and Ab Initio.

Students who receive extra learning support in the LS (Learning Support) are eligible for testing accommodations as outlined in their IEP. These vary depending on the student needs, but can range from word processor use, reader, scribe, spell-check, extra time and alternative testing location.

The Assessment Policy can be found here: [Intranet/Academic Policy/Assessment policy.docx](#)

Standard Forms of Language

Students should be exposed to the language and culture of the different countries where all of the languages taught at school are spoken – no one form is considered “standard”. Whether a teacher uses, for example, British or American English and which he/she teaches to the students is likely to depend on where that teacher is from. The teacher should point out differences in expression or spelling where appropriate and accept those offered by speakers of English from different backgrounds (ie: British spellings accepted by American teachers). This is another reflection of the truly international make-up of our school community.

Handwriting, Touch Typing and Printed Text

In Early Childhood to Grade 1 the handwriting focus is on pencil grip and correct letter formation with an increasing expectation of standardized size and position of letters. Depending on the student’s developmental readiness, cursive handwriting is usually introduced in Grade 2.

Whether a child continues to use cursive is dependent on his/her needs and abilities. The focus for handwriting is on accuracy and fluency for clear communication. The teachers will support the students with their chosen form of handwriting to help them achieve legibility and speed.

Touch typing applications are available on the Grade 4-5 laptops for students to practice typing during the week. Students, may complete assignments in handwritten form or through word processing. Students taking IB Diploma examinations still need to complete written examinations so legibility is required. Provision for a scribe can be requested pending permission from the IB.

Referencing

To promote consistency in documenting sources in research throughout the school, ISU uses the latest version of Modern Language Association (MLA) as its preferred bibliographic style. Students in Grades 9-12 are encouraged to use [turnitin.com](#) to check for plagiarism.

Admissions

ISU seeks students from diverse socio-economic, ethnic, linguistic and national backgrounds who will benefit from the challenging academic programme and who will contribute to the life of the

school. Students are admitted at all grade levels, class size permitting. Students new to the school provide information on their linguistic background alongside documentation from their previous school. The school also completes admissions assessments to support decisions about how best to support students. Students are placed according to age questions that arise because of birthdates close to the cutoff may be reviewed through assessments or assessments that indicate a higher need may be revisited for class placements.

Resources

Texts and Learning Materials

A variety of texts and course materials are used in the classroom which satisfy the needs of the language programmes at ISU. This ensures that the main structures of language are covered in sequence, and gives a basis for inquiry and practice in communication skills. Classroom resources are stored according to department. Teachers are responsible for ordering materials for the classes they teach although the budget is coordinated and administered by the Junior and Senior School Principals, and the PYP, MYP and IB coordinators.

In the Junior School, Programme of Inquiry Unit books are also available in other languages and stored in the Library. An English language levelled reading library is located within classrooms for Grades 3-5 or in the PYP Coordinator's office for EC-Grade 2.

Throughout the school, students are encouraged to have a current English dictionary for their own use at home as well as appropriate mono and bilingual dictionaries in their Home. Students who choose the Language A1 Self-taught DP option are responsible for purchasing their own study materials.

Library

The ISU Library is predominantly stocked with materials in the English language. For the additional languages taught at ISU, the Librarian consults with the departments to order resources to support the programme. These materials are available in the 400 section of the Non-Fiction books. The materials are not shelved with English language books. There is a Home Languages section and students are encouraged to use these books. The Library strives to have a wide and varied collection of languages represented, which are obtained either by donation or by the Library's annual budget. New students to ISU, especially non-English speakers are directed to this section to encourage use of the materials.

Faculty

We recognize that all teachers are teachers of language. To teach the language of instruction or additional language classes, teachers must be native or near native in the language of instruction. Teaching Assistants must be proficient in the language of instruction.

Professional Development

ISU is committed to enhancing the Staff professional development. Training and development is seen in the context of our shared desire to maximize the academic social and emotional progress

of students. Training is provided throughout the year and is offered in various forms:

- Professional Development Afternoons in which Wednesday meetings times are available for Professional Development sessions.
- Weekly Department meeting times in which in-service Professional Development is focused on subject area development.
- Professional Development Days, of which two are offered a year.
- Orientation Days that take place at the beginning of each academic year.
- Specialist training offered for teaching assistant staff.
- Online Professional Development that includes IB online workshops.
- On-campus Professional Development, which involves working with invited IB trainers and facilitators.
- Face to face Professional Development that allows the opportunity for teachers to attend educational conferences and workshops, generally held out of country.
- IB Educator Network offered when teachers are invited to pursue opportunities to join the IB's team of workshop leaders, consultants, examiners, moderators and school visitors.

Communication of Language Policy

The Language Policy will be communicated to faculty during professional development sessions after any significant review. The document will also be included on the internal intranet. The policy will be available to the wider ISU community through the website and parents will be informed through the Junior and Senior Links when there has been any significant updates. Parents will also be informed via email of any significant findings from the language surveys carried out as part of the process of reviewing the policy.

Review of the Language Policy

Each school (Junior/Senior) will appoint a representative who will be responsible for coordinating the implementation of the Language Policy and evaluating its effectiveness. Teachers will be asked to annotate their copies if they see changes or additions to aid this process. The whole school's Language Committee will meet every two years in order to carry out this ongoing review process. The language profile of the school will also be updated every two years.

Terminology and Abbreviations

Terminology

Language A:

Language A is defined as the student's best language. It is typically, but not necessarily, the language of instruction in the school, and is clearly fundamental to the curriculum as it crosses the boundaries of the traditional disciplines.

Language A courses therefore include the study of:

- The instrumental function of a language where listening, viewing, speaking, reading and writing skills are emphasized.
- Literature which encompasses a variety of periods and genres. Taken from ib.org.

Language B: (also referred to as additional language or language acquisition)

The primary aim of language B is to encourage students to gain competence in a modern language other than their mother-tongue, with the long-term goal of balanced bilingualism.

In addition, the study of language B aims to:

- Encourage in the student a respect for and understanding of other languages and cultures
- Provide a skills base to facilitate further language learning.
- Facilitate proficiency in a second language, which gives students:
- Access to a broader range of input, experiences and perspectives
- The enjoyment of being able to communicate in a language other than their Home.

Home Language:

The language(s) that a student has grown up speaking from early childhood. Language(s) spoken at home fluently.

Abbreviations

- BPVS: British Picture Vocabulary Scale
- DP: Diploma Programme
- DRA: Developmental Reading Assessment
- EAL: English as an Additional Language
- EC: Early Childhood
- IB: International Baccalaureate
- IEP: Individual Education Plan
- ISU: International School of Uganda

- MYP: Middle Years Programme
- LS: Learning Support
- PYP: Primary Years Programme
- SLEP: Secondary Language English Proficiency (U.S.A) References: PYP Language Scope and Sequence

Language and Learning in IB Programmes

The Role of Technology in IB Programmes

Appendix A - Language Options in the Diploma

Group 1

ISU offers the following options:

Literature and Language - English only

Literature in English - English only

Details - The level of proficiency of the candidates must be sufficient to face literary commentary challenges at a Standard or Higher Level. - The students will study a range of literary works and will be asked to demonstrate analytical skills in writing and speaking. They are also required to engage in a literary commentary. - Students cannot anticipate the examination in this subject at the end of Grade 11.

Level A - Self-taught Standard Level

Details - This option leads to an IB Official Bilingual Diploma. - This option can be combined with a second Language AA1 language taught at the school. - This option is available for the majority of the Home languages of our student body. The students have to study literature (at least 11 books) and will be asked to demonstrate analytical skills in writing and speaking. They are required to do a literary commentary in their Home. - This self-taught option can be done only at a Standard Level. - The school is willing to support this option by providing space and purchasing some literature books for the library. - It is the responsibility of the candidate to find a teacher willing to supervise the option. - Students can anticipate the examination in this subject at the end of Grade 11, (although this is generally not recommended).

Group 2

ISU offers the following options:

Level Ab initio (standard level, two-years program) - French only

Details - This option is available for complete beginners or students with little or no prior knowledge.

- Languages Ab Initio are only available at Standard Level.

- Students cannot anticipate the examination in this subject at the end of Grade 11.

Level B Standard Level - French and Spanish

Details - This subject is intended for students with sufficient knowledge; it must be a challenging educational experience.

- *If this level remains too challenging, students may opt for an Ab Initio level. However, this decision needs to be taken in conjunction with the student's previous language teacher, the SAL and the IB Coordinator*
- *Students can anticipate the examination in this subject at the end of Grade 11, (although this is generally not recommended).*

Level B Higher Level - French and Spanish

The teacher has the final word to accept students in this option. Again, this decision needs to be taken in conjunction with the student's previous language teacher, the SAL and the IB Coordinator

- This option cannot be taken as an anticipated subject.
- It involves reading two pieces of literature.

(Written in accordance with the IB Handbook of Procedures for the DP 2013.)