



# **DELEDDA INTERNATIONAL SCHOOL**

## **LANGUAGE POLICY**

**The DIS Language Policy is reviewed annually.**

**Revised and approved by the Teachers Council and School Council in June 2025**

## Contents

<b>Introduction.....</b>	<b>3</b>
<b>School Language Philosophy.....</b>	<b>4</b>
<b>The school language profile.....</b>	<b>5</b>
<b>Primary Years Programme.....</b>	<b>5</b>
<b>Middle Years Programme.....</b>	<b>7</b>
Italian Mother Tongue Programmes.....	9
English Mother Tongue Programmes.....	9
Non-Italian speakers.....	10
English as a Foreign Language.....	11
MYP Language Acquisition Policy (not English/Italian).....	13
Language Catch Up Club.....	13
Learning about the host country or regional language & culture.....	14
<b>Diploma Programme.....</b>	<b>14</b>
School community.....	14
Organization of Group 1 and Group 2 Subjects.....	14
<b>Strategies to support all teachers in their contribution to the language development of students.....</b>	<b>16</b>
<b>Parents.....</b>	<b>17</b>
<b>Roles and Responsibility: the language policy steering committee and revision process.....</b>	<b>17</b>
<b>Materials.....</b>	<b>18</b>
<b>Policy alignment.....</b>	<b>18</b>
... to IB Learner Profile.....	18
... to Academic Integrity Policy.....	18
... to Admission policy.....	18
... to Assessment policy.....	19
... to Inclusion and Access policy.....	19
<b>References.....</b>	<b>20</b>
<b>Appendix A – Summary Table of the Language Policy.....</b>	<b>22</b>
<b>Appendix B – Evidence on teaching strategies to support learning in English.....</b>	<b>26</b>

# Introduction

This document represents the Deledda International School (DIS, henceforth) school-wide language policy. The DIS Language Policy is a set of principles which connects the IB philosophy with our school community. The document is updated regularly, based on our students' evolving needs and the latest IBO requirements which apply to our PYP, MYP and DP programmes.

## DIS MISSION STATEMENT (2025)

**Deledda International School (DIS) fosters academic growth within a caring and principled learning community. The school promotes the appreciation of the diversity and complexity of people and cultures and provides an environment conducive to learning and teaching. DIS offers a rigorous curriculum that aims to develop internationally minded citizens who participate locally and globally to help create a more sustainable and peaceful world.**

The DIS mission statement is the foundation of our language policy. As language forms the basis for all learning, this policy is critical for helping the school to achieve its mission.

This policy outlines our school's linguistic and academic goals and defines the programme which best assists our students in reaching these goals.

As an IB World School, we are committed to the Standard "Culture: Creating positive school cultures", and in particular, to the following Practices:

- Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)
- Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)
- Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)
- Culture 4.4: The school clearly describes in its language policy the rights and

responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

- PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

*The above practices are taken from the 2018 IBO Programme Standards and Practices, updated in 2020 (IBO, 2020).* A summary table of our Language Policy is presented in Appendix A, cross-referencing the IB practices to where we directly discuss these in this policy document. After having completed the language policy, we have also compiled the self-reflection questionnaire provided by the IB to check on our progress (IBO, 2012).

## **School Language Philosophy**

A thorough knowledge of one's mother tongue is essential to access knowledge in other subjects and learn new languages. Conversely, all teaching entails language and the teaching of language reflecting the IB holistic approach. The study of language promotes self-expression and understanding of communication as essential lifelong skills to master complex phenomena through different approaches, perspectives and subjects both during the students' IB experience and in the future. In an increasingly global and interconnected world, the study of languages promotes cultural understanding and international mindedness. The IBO and DIS believe that both the study of one's mother tongue and the study of foreign languages are key in the development of: *"inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect [... and] encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."* (IBO mission statement, 2025)

In brief, at DIS we strongly believe that:

- The acquisition of language is a life-long process and a key component of intellectual and personal growth (IBO Tenet 1, 2024)
- Development of one's mother-tongue language is critical for maintaining one's cultural identity (IBO Tenet 1, 2024)

- Language is a fundamental means of communication and learning in all subject groups (IBO Tenet 2, 2024)
- Language is a tool for self-expression (IBO Tenet 3, 2024)
- Language is an expression of culture and valued as an integral aspect of a student's identity (IBO Tenet 5, 2024)
- Learning world languages is an integral part of becoming a global citizen (IBO Tenet 5, 2024).
- All teachers are language teachers (IBO Tenet 14, 2024)

In other words, - as suggested in the Guidelines for Developing a School Language Policy (IBO, 2008a; p.1) - our Language Policy document: *"is derived from the school's language philosophy and is a statement of purpose that outlines goals for language teaching and learning"*

## **The school language profile**

Deledda International School is situated in the city of Genoa. Until recently, we had a very low student turnover, with nearly all our students spending more than 5 years with us, and the majority of them being Italian nationals. This has given us the chance to create a school where our students can learn together, taking academic steps in unison. In the past few years, however, more international students with diverse backgrounds have joined our school, contributing to an increasingly dynamic learning context.

## **Primary Years Programme**

Formed in September 2016, initially consisted of two Primary 5 classes only, the school has since grown and now has year groups from PYP1 to PYP5. Language is an essential tool for young learners to construct meaning and to make connections to support their development. In PYP, language instruction is transdisciplinary and incorporated into the Program of Inquiry, and all teachers are language teachers. DIS has obtained Italian "Parità Scolastica" status in the PYP and offers students the opportunity to follow the Italian National Curriculum, which is integrated within our Primary Years Programme (PYP). In our

PYP learning community, Italian is the language of instruction and English is primarily taught as an additional language. Consequently, our Program of Inquiry (POI) is mostly delivered in Italian, with English language specialist teachers contributing to the learning and teaching in each Unit, as appropriate. In particular, the transdisciplinary units are presented in English and translated into Italian. PYP students also receive subject-specific Italian and English language lessons. Exposure to the English language is enhanced in PYP5 to support students in making the transition from our PYP into the Middle Years Programme.

Students who come to our school with a limited knowledge and use of the Italian language receive additional language support to help them to integrate, learn and live in an Italian educational context and setting. Whilst our Primary School is not a bilingual setting, we strive to support the development, understanding and use of Italian and English, whether they be a child's mother tongue or additional language. We strongly support and advocate the practice of translanguaging, not only to support students in language learning but to enable them to express themselves and take pride in what they already know, understand and can say. Translanguaging is also largely used between staff members to support the development of learning and teaching in the POI and in daily communication.

The IB highly encourages students to pursue the study of their mother-tongue, which is especially important at this age. We endeavour to make connections with our families to ensure that children have access to books and resources in their mother tongue. Families are also encouraged to regularly use their mother tongue language to support the continued development of mother tongue language learning. We incorporate the use of Student Language Portraits to gain a greater insight into the language profile of each child. In doing so, we are able to prepare, adjust and support pupils in their language learning based on their needs and capabilities.

We believe that through multilingualism, students gain access to different cultures and learn to appreciate and respect differences, considering that learning in more than one language promotes intercultural perspectives and international mindedness, both pivotal concepts in the International Baccalaureate Programme. In our PYP, we show respect and interest in the diversity of our student population through celebrations and special events. We encourage all practices that reflect the diversity of languages and cultures among our learning community.

Classroom teachers regularly assess their students' language development throughout the year to inform individual, small-group, and whole-class learning and teaching. Teachers differentiate their methods of instruction to include different teaching strategies, modifying tasks, working in small or mixed-ability groups to meet all individual needs while using different resources with different levels of language complexity. For example, in certain contexts, English lessons are differentiated according to the English level.

Teachers regularly communicate with families about student progress. PYP parents are encouraged to read with their children and/or support their child's language learning at home. During parent/teacher meetings, resources and practices that can be used at home to support each child's language development are shared. Reading development is supported through the use of on-line reading resources, in and outside school, and in the purchase of class novels to support group reading. Children are also encouraged to read for pleasure and visit our school library to select books that interest them. Furthermore, the school librarian supports teachers and students in their Units of Inquiry, as appropriate, suggesting resources that could help to explain, extend and support pupil learning.

When student numbers demand the division of year groups into sections, the decision is based on the class linguistic profile and classroom dynamics that arise in a particular year. Since we cannot forecast the number of students in coming years, we do not exclude the use of some form of entrance testing, if applications exceed capacity.

## **Middle Years Programme**

While the majority of our students come from the Italian community, pupils who join the school in MYP1 have a wide range of language abilities due to different language backgrounds.

Students who join the school in MYP1 may be streamed or placed in English: Language Acquisition or English: Language and Literature, based on their level of English, depending on the linguistic profile of the student and of that year's intake.

This allows the school to enrol international students with no knowledge of Italian. In the Language Acquisition group(s), teachers can use a mixture of Italian and English until the students' level of English allows them to study almost entirely in English, normally by the

end of MYP2.

Because the MYP demands that language acquisition lessons are taught with students of a similar phase or level, in some year groups, especially the younger classes, where there is a stark difference between levels, we may use class divisions as the basis for all of the other subjects too, since English is the language of instruction.

As students progress, the difference in ability between the native, proficient and emergent communicators generally reduces, allowing us to consider the use of other criteria for placing students for classes other than English: Language Acquisition or English: Language and Literature. Once these differences are less relevant to learning, as they normally become by MYP3, we can use other classroom-dynamic based criteria such as deciding whether to separate twins, the ratio between boys and girls or new students and old, etc. In this case, the placement in English: Language and Literature and in different English: Language Acquisition classes constitutes a different class division to allow a maximum of 2 phases per class section in Language Acquisition classes.

Since levels change continuously, students can be moved from one section to another after the annual September class-setting meetings, drawing on previous years' grades, formative assessment and placement tests after the long summer holiday. This is in line with the IB Lifelong Learner practice 7.3 for which "*students take opportunities to develop their language profiles*" (IBO, 2020a, p.16)

To strengthen English acquisition in the first three years of the Middle Years Program, in 2020 DIS introduced Pathways: a course of study which runs parallel to, and is complimentary to, our MYP programme in MYP1, 2 and 3, adding a concrete approach to English in terms of levels of achievement. By using the Common European Framework steps, students and their families can measure progress following a well-recognized path, seeing exactly what level a student is at and what needs to be done to progress (European Commission, 2024). It also enables students outside of the school to align their own abilities to our standards in preparation for a possible entrance to DIS that year, or further ahead.

In Pathways-MYP1, teachers concentrate on 'comprehension' ensuring that the students can understand the lessons which will be in English in the following years. In Pathways-MYP2 the students also need to be able to produce the language and teaching



and learning is then focused on reading, writing and listening. Students in Pathways-MYP3 focus on reading, writing, use of English, listening and speaking at a B2 level of CEFR.

### **Italian Mother Tongue Programmes**

Despite the recent change in the student demographics with increasingly more international students attending our school, the majority of our students speak Italian as their mother-tongue. For the teaching of Italian up to MYP3, we follow national standards, but we integrate them with the use of IB principles and practices to align with the IB policy on the importance of maintaining a student's mother-tongue (IBO, 2008a). In MYP3, to prepare our students for the national Italian 3° Media exams in all subjects, much of the content taught and some class materials may be in Italian.

It is also worth noting that DIS maintains strong connections with public Italian schools in Genoa and across Italy. While we consider ourselves part of the IBO, we actively collaborate with local Italian schools, recognizing the value of these partnerships (IBO Tenet 14, 2024). This is especially significant given our membership in a school consortium alongside two other Italian institutions. These collaborations greatly benefit our students, providing opportunities to engage with peers and educators from other public schools through various student-led activities. These include academic competitions such as the International Science Olympiad (EOES), the Model United Nations, and debating tournaments, as well as leadership initiatives like the Youth City Mayor Leadership Project. Additionally, students can participate in meaningful volunteer programs with different NGOs from Genova. These experiences not only enrich students' academic journeys but also reinforce DIS's deep connection to the Italian educational and social context. By engaging in initiatives alongside their peers from local public schools, our students develop a stronger sense of belonging within the Italian community while benefiting from a globally oriented education (IBO Tenet 10, 2024).

### **English Mother Tongue Programmes**

DIS wants to develop and maintain the mother tongue of all learners (IBO, 2008a), not only Italian A speakers, but also those students whose mother tongue is English.

DIS ensures that all students can study at least one Language and Literature in the MYP, allowing them to continue their academic studies in a language and literature course either in their mother-tongue or the language of instruction. In MYP1-5, DIS offers Italian Language and Literature for Italian proficient students, and English Language and Literature for English proficient students, as well as English and Italian as Language Acquisition, and Pathways (MYP 1-3). These courses are offered as part of the curriculum when enrolling at DIS as they are required for the equivalence (Equipollenza) of our Diploma Programme in which we offer Italian and English - Language and Literature as well as Language Acquisition - in accordance with the requirements set by the Italian Ministry of Education (MIM). We also offer a third language as Language Acquisition. Also, DIS supports the study of another Language and Literature – different to English and Italian - at an extra-cost. Finally, students may also decide to pick two Language and Literature courses and one Language Acquisition course. With the distinction between English Language and Literature and English Language Acquisition, Pathways remains a dedicated course for Language Acquisition students in MYP1–3.

Given that the school typically has two sections per year group, class streaming is determined based on specific criteria: internal students must have reached at least Phase 5 in Language Acquisition, while prospective students must demonstrate a B2 level in English according to the CEFR. Placement decisions are made collaboratively by English and Italian teachers, ensuring students are assigned to the most appropriate language and literature course. Internal students undergo an English test to assess their level performed at the beginning of the school year in MYP1, MYP3, MYP4.

Prospective students are required to take an English test and an Italian test as part of the admissions process. We also ask students about the use of language in their education and in their everyday family lives to have a better understanding of their language profile. In MYP1, students are fully streamed based on their language level, while in other year groups, streaming applies only to English hours.

### **Non-Italian speakers**

Those students arriving from abroad or with non-Italian family backgrounds, would have

difficulty understanding some parts of some lessons, meetings or communications delivered in Italian so we encourage them all to learn Italian. Italian Language Acquisition is available to all students whose Italian is not proficient in all MYP classes; this is typically run during the Italian Language and Literature hours. Given the low numbers, Italian Language Acquisition students might be grouped by level and not by grade.

There is a diversity of language needs in the school and students with a different mother tongue, not Italian or English, have the option to continue studying it at DIS, as the IBO suggests (IBO, 2008a). So, when the need arises, provision in other languages can be made (e.g. Portuguese, Swedish, Farsi, Japanese, Russian, and Ukrainian are just some of the languages DIS students have studied in the past as Language and Literature). Since the world is ever-more international, every year we find students with complex language profiles and we try our best to accommodate them. There may be a fee for those languages offered for which the classes are very small in size, or these may not be activated.

### **English as a Foreign Language**

English is considered as a foreign language for many of our students and is taught following the IB phases system for Language Acquisition (IBO, 2008a). We follow IBO (p.20, 2020) suggestions as: *“Placement is informed by knowledge of the student’s language profile. Schools should create a language portrait template that students and their families can complete when they join the MYP. This will help language teachers and all teachers to know and understand the language background, the language experience and the language needs of the student”*.

From MYP4 onwards the language of instruction for all subjects, apart from Italian and Language Acquisition classes, is English, whereas in the earlier years, Italian is sometimes needed to facilitate comprehension. By the end of MYP 4, we expect all our students to have achieved MYP Phase 5 or 6 in ability in English. By MYP 5, many of our students in English Language Acquisition achieve a linguistic level that would allow them to study English as Language & Literature in the DP. This enables the school to offer a wider choice of subjects in the Diploma Programme.

Numerous studies have deepened our understanding of effective teaching strategies for student learning in a foreign language—in the case of DIS, English. This challenge becomes

particularly complex in non-language subjects, where students must learn entirely new vocabulary while simultaneously absorbing increasingly complex content. Research highlights that to more effectively teach these subjects in a foreign language, one must take in great consideration student-centered learning (Herrel & Jordan, 2004; Asrianti & Rosadi, 2024), interactive teaching methods (Hill & Flynn, 2006; Shen, 2021), and the integration of technology (Ritchart et al., 2011). However, given our focus on the IB curriculum, one of the most valuable sources of best practices has been the IBO's (2008b) publication "*Learning in a Language Other Than the Mother Tongue in IB Programmes*" and IBO's (2024) publication "*IB Language Tenets*" and its supplement "*IB Language Tenets in practice*".

Following the guidelines presented in the latter documents, we prioritize assessing students' prior knowledge through discussions, graphic organizers, and targeted questioning to gauge their conceptual understanding (IBO Tenet 6, 2024). Students are then encouraged to take notes and build a personal vocabulary bank for at least one unit to reinforce learning. Additionally, we integrate modeling activities, such as providing written or spoken examples (e.g., walk-the-talk exercises) and showcasing exemplary work from advanced students. Along with written notes and conceptual maps, we try to use slides so that students can visually see the content that is taught so that the language spoken in class has become an integrated part of their learning process.

A key classroom strategy is using techniques like elaborated input, which implies that in class we apply repetition, paraphrasing, and slowed speech (IBO Tenet 13, 2024). To do this, at times, we sometimes must use Italian (their first language) which seems to enhance their comprehension in the earlier phases of language acquisition. Finally, direct questioning ensures active participation from all students, while small group and pair work provide opportunities for language practice, exposing learners to a wider range of linguistic structures and diverse input (IBO Tenet 7, 2024). These approaches create a dynamic, supportive learning environment that helps students develop both content knowledge and language proficiency simultaneously. In Appendix B we present evidence of a survey to teachers to analyze our teaching strategies to support learning in English. This is in line with the Approaches to Teaching (5.4), for which teachers support language development with consideration for the language profiles of students (IBO 2020a, p.17).

Finally, to enhance their English learning process, students at DIS participate in numerous

extra-curricular activities, some of which are abroad and in collaboration with foreign institutions.

### **MYP Language Acquisition Policy (not English/Italian)**

All of our students study a third Language besides English and Italian in Language Acquisition classes.

We currently offer **French, Spanish, German and Mandarin Chinese**, which are also taught in phases.

New students entering the school after the start of the MYP 5-year cycle must be able to enter the class at the same phase, or one phase above or below, of the year group they are entering. If their level is not adequate, they are expected to study to reach an appropriate phase before being accepted, or choose another language. This selection depends on demand and can change from year to year. All of these languages begin in MYP1 from phase one if there are sufficient students for the particular language. By MYP4, when we often get new students, the approximate level is a phase two A1 (CEFR) in all of our language courses.

To further support language development and cultural immersion, DIS organizes field trips and student exchanges in these countries, providing students with real-world opportunities to enhance their language skills while experiencing different cultural contexts firsthand (IBO Tenet 12, 2024). To foster intercultural connections with 'more remote' schools outside of our region, we have started several international projects; for example, in MYP2 we have organized letters exchanges between our school and the International School of Buenos Aires, or in MYP5 we have started an asynchronous experimental exchange via Teams with an Australian school. In addition, DIS now produces in-house a Language Podcast in which students from all classes discuss several topics of interest in the different languages spoken at DIS (see DIS & that, 2025). These creative and digital experiences reinforce our commitment to fostering multilingualism (IBO Tenet 8/9, 2024).

### **Language Catch Up Club**

Every year we offer a Catch-Up Club after school where students can stay and get extra help from our older students who are more proficient in the language. The DP students do

this as a CAS project. Students have helped with all the languages we offer: English, Spanish, French, German and Mandarin. In addition, our students who need to work on their Italian are often helped as well. Some of the lessons are run through digital tools such as Microsoft Teams to facilitate remote learning.

### **Learning about the host country or regional language & culture**

In all our Language and Literature and Language Acquisition classes, students learn about the language and culture through a variety of activities, texts, videos, etc. When learning a language, it is essential to learn about the people, traditions and culture of the country or countries and the various regions in order to better understand the language and its people. For our students studying Italian as a second language, this is an essential part of the curriculum that allows them to not only understand the Italian language, but also to get to know the particular customs and traditions, history, geography and regions of Italy as well as our city of Genova, its people, food, customs, traditions and particulars of the city. This aligns with the IB Language policy suggestion on the importance of promoting the language of the host country (IBO, 2008a).

## **Diploma Programme**

### **School community**

Most of our students enroll either in the PYP, in MYP1, or in MYP4, and therefore the school community is often very similar in the MYP and DP, with most students following the continuum. A few students join our classes in DP1 after a selection process designed to assess their language profile and abilities.

### **Organization of Group 1 and Group 2 Subjects**

At DIS, the DP is designed as a continuum from the MYP programme. The school offers the following subjects from Group 1: Italian A: Literature; Italian A: Language & Literature; English A: Language & Literature (High Level: five hours a week, Standard Level: three hours a week). The following subjects from Group 2 Language Acquisition are offered as well: Mandarin Ab Initio, English B, French B, German B, Italian B and Spanish B (Ab Initio: three hours a week, Standard Level: three hours a week, Higher Level: five hours a week) if

there are sufficient student numbers. Other languages may be available on demand. For example, Portuguese, Swedish, Farsi, Russian, and Ukrainian are some of the languages DIS DP students have studied in the past, as Language and Literature courses, either by finding a language teacher or in a self-taught mode, in order to continue their study of their mother tongue language.

As required by the IBO, all students must study at least one Language (A) from Group 1. The level of language proficiency allows some of our students to undertake two Group 1 Language courses (e.g.: Italian A and English A). English Language Acquisition HL was introduced several years ago and is now offered in the DP to ensure the needs of those students who prefer the approach of a Language Acquisition course to continue to improve their English language skills are met. All DIS students take a Language Acquisition course during the MYP and can choose to continue studying it in the Diploma Programme.

Students choose their DP subjects in the second part of MYP5. We follow IBOL (p.4, 2020)'s guidelines to decide on the placement of students in the Language Courses. Students that are already able to read, analyse and respond to complex literary and nonliterary texts in a given language, and communicate successfully on a range of topics in a variety of familiar and unfamiliar contexts, are placed in a studies in language and literature course for that language. On the other hand, Language ab initio is designed for students with no prior experience of the target language, while Language B is designed for students with some experience in the target language; providing students with an appropriate degree of challenge which is important for their development.

In order to meet the requirements for diploma equivalency with Italian state high school diplomas, as established by the Italian Ministry of Education, the school offers three different tracks: Linguistic, Humanistic, and Scientific. Introductory meetings are held in MYP 3, MYP5 and DP1 to explain the nature of the programme. During the MYP5 orientation, which usually takes place in January, students are introduced to all DP subject selection criteria, including IBO DP requirements. Pupils are consequently given a few weeks to reflect on their subject choices. Once the DP courses have been selected and submitted, the school reviews the chosen track and course of study to ensure that all requirements are met and that the student's choices are conducive to their success. Indeed, the school may

recommend or discourage some of the choices made by the students, based on their language profile, needs and previous results.

## **Strategies to support all teachers in their contribution to the language development of students**

It is an IB principle that all teachers are, in practice, language teachers with responsibilities in facilitating communication (IBO, 2008a). For example, a Math teacher may pre-teach vocabulary in English before starting a topic in Math. Therefore, all teachers aiming for full-time permanent contracts, must have a C1 certificate and level of English (CEFR), unless they teach Italian or foreign languages. All staff should have a B1/B2 level of English/Italian to understand school-wide communications, which are in English and/or Italian.

As strategies to support teachers in their contribution to the language development of students:

- We encourage teachers to visit other teachers' lessons and observe their best practices also related to the use of language;
- We encourage language teachers to organize events in the language they teach (e.g. theater or cinema in English, lunches in German/Spanish/French/Chinese);
- We encourage teachers to prepare posters in the language they teach to be in the school corridors;
- We often do lunch duty/Villa Croce together with members of staff, both mother-tongue English and Italian. This also supports the development of the language in a real context and enables students to 'hear' how the language is spoken and used in an everyday and familiar setting.
- We promote school exchange at different ages with different cohorts in Europe and in the US.
- In the library we have different sections of books in various languages, and we encourage students and teachers to borrow them. We also have an online borrowing system, and in the future, we aim at opening a digital library where students can access online books in their preferred language (IBO Tenet 8, 2024).



- The school librarian liaises with teachers to teach the conventions of referencing, citation and the principles of academic integrity; and to ensure the provision of relevant mother tongue literature, newspapers and study resources.

At DIS, professional development is an ongoing process in which qualified teachers participate in regular workshops, work on collaborative planning, address vertical and horizontal implementation of the programme, discuss assessment criteria and work on standardization. The above activities are used as a basis to provide for the learning needs and development of students. The subject guides are the foundation of the syllabus, which is updated or reviewed on a yearly basis and is available on the school website. Some choices in syllabus content are the result of discussion among colleagues and with students. Language teaching and learning allows for and encourages the use of different media and stimuli which accommodate different students' needs, learning styles and personal preferences. The nature and curriculum of the subjects in Groups 1 and 2 promote the development of awareness of local and global issues and respect for diversity and individuality.

## **Parents**

DIS families are part of the school community and the school communicates in both Italian and English, depending on the issue, through parent evenings, parent workshops, newsletters, and individual parent-teacher conferences. We encourage parents to provide access to the English language at home via subtitled TV, original version films, books from our library and the internet. This aligns with IB language policy suggestions on the importance of involving parents in planning their children's language profile and development (IBO, 2008a).

## **Roles and Responsibility: the language policy steering committee and revision process**

The language policy steering committee is composed of the entire Language Department and the PYP, MYP and DP coordinators. Annually we meet to review all of our policies. When needed, we have a specific meeting for the Language Policy. The need to have a meeting depends on the changes in our curriculum (e.g. the introduction of additional

Language and Literature courses in the MYP), or beginning from the 2025/2026 academic year, changes that we may observe from the Language Profile survey all students will fill in. If changes are implemented, the Language Policy is then presented to the entire school council and approved by the end of the academic year.

## **Materials**

The majority of our textbooks are in English, with the exception of those that are necessary for the preparation of the Terza Media Italian State Exams (MYP3) or when deemed otherwise by the subject-teacher. On a yearly basis the Language Department meets to discuss the vertical alignment of books to be used across MYP and DP years.

## **Policy alignment**

### **... to IB Learner Profile**

One of the IB Learner Profile attributes is being open-minded communicators and we as a school strive to offer a multilingual and global education.

### **... to Academic Integrity Policy**

The teachers at Deledda International School guide their students in the correct ways of acknowledging the work of others, whether cited or referenced, within their coursework and assessments. This begins when students can understand the concepts of academic 1 provided by the Modern Language Association (MLA: [www.mla.org](http://www.mla.org)), while at DP level students will follow the referencing style chosen by their subject teacher (see Deledda International School Academic Honesty Policy, 2025).

### **... to Admission policy**

For those students entering our school at different stages in the process, we have minimum standards of achievement, to help us decide if a student can follow courses comfortably. These are detailed on the table presented in the Admission Policy document.

### **... to Assessment policy**

Language learning follows distinct stages, and language acquisition varies from individual to individual. Teachers assess language skills - reading, speaking, writing, and listening regularly. Assessment provides information on language development and areas of possible improvement.

At Deledda International School, all teachers are language teachers, and teachers encourage students to express themselves correctly in the relevant languages using the appropriate subject-specific terminology.

Therefore, when teaching subject-specific terminology and carrying out formative and summative assessment tasks, the students' correct use of target language is taken into account.

Regardless of the subject group, all teachers give students feedback about correct language use. In MYP and DP1 report cards are issued twice a year, student work in exhibitions, projects, portfolios, presentations, journals and performance tasks, and all of these activities provide evidence of the feedback, given to students, and of the resulting development in their skills in communication and of their language development.

### **... to Inclusion and Access policy**

In line with the principle "All individuals can learn", language education of students with special educational needs in our School is based on the Inclusion and Access policy. Our Director, the MYP & DP coordinator, the counselor and the relevant Class Coordinator are involved in the process of addressing the language learning needs of these students. Teachers develop tools that support the individual language needs of SEN students and design individual examinations and assessments in consideration of their individual and developmental characteristics and the students' Individual Learning Plan. In the MYP, this may take the shape of mind maps and other tools that may help students map and structure texts. In the DP, teachers are asked to implement the SEN measures that will be applied during examinations; however, teachers may suggest or provide resources conducive to skill development to be used in preparation (but not during) tests.

## References

Asrianti, Rufiah, and Abas Rosadi. "Strategies to Teach English as a Foreign Language: A Systematic Literature Review." *Proceedings Series on Social Sciences & Humanities* 18 (2024): 331–340. <https://doi.org/10.30595/pssh.v18i.1278>.

DIS. *Deledda International School Academic Honesty Policy*. Deledda International School, 2025.

<https://genoaschool.eu/wp-content/uploads/2021/01/DELEDDA-INTERNATIONAL-SCHOOL-ACADEMIC-HONESTY-POLICY.pdf>.

DIS & That. Spotify. 2025 <https://open.spotify.com/show/2FTr7q8WU0fM837sKAzcwY>

DIS Mission Statement. "Deledda International School Mission Statement." Deledda International School. Accessed March 5, 2025.

<https://genoaschool.eu/mission-aims/#:~:text=Deledda%20International%20School%20Mission%20Statement,conducive%20to%20learning%20and%20teaching>.

European Commission. *Step by Step: Using the CEFR in the Classroom*. European Commission, 2024.

<https://school-education.ec.europa.eu/en/discover/news/step-step-using-cefr-classroom>.

Herrell, Adrienne, and Michael Jordan. *Fifty Strategies for Teaching English Language Learners*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall, 2004.

Hill, Jane, and Kathleen Flynn. *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

IBO. *Guidelines for developing a school language policy*. International Baccalaureate, 2008a. [https://resources.ibo.org/data/g\\_0\\_iboxx\\_amo\\_0804\\_2\\_e.pdf](https://resources.ibo.org/data/g_0_iboxx_amo_0804_2_e.pdf)

IBO. *Learning in a Language Other Than the Mother Tongue in IB Programmes*.

International Baccalaureate, 2008b.

<https://www.ibo.org/contentassets/b53fa69a03d643b1a739d30543ca8d65/learninginalanguageotherthanmother.pdf>.

IBO. *Guidelines for school self-reflection on its language policy*, 2012.

[https://resources.ibo.org/data/g\\_0\\_learn\\_amo\\_1206\\_2\\_e.pdf](https://resources.ibo.org/data/g_0_learn_amo_1206_2_e.pdf)

IBO. *MYP: From Principles into Practice*. International Baccalaureate, 2014.

[https://resources.ibo.org/data/m\\_0\\_mypxx\\_guu\\_1405\\_10\\_e.pdf](https://resources.ibo.org/data/m_0_mypxx_guu_1405_10_e.pdf).

IBOa. *Programme Standards and Practices 2020*. International Baccalaureate, 2020a.

<https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/programme-standards-and-practices-2020-en.pdf>.

IBOb. *Language Acquisition Guide (for Use from September 2020/January 2021)*.

International Baccalaureate, 2020b.

[https://resources.ibo.org/myp/subject-group/Language-acquisition/works/myp\\_11162-41306\\_1?lang=en](https://resources.ibo.org/myp/subject-group/Language-acquisition/works/myp_11162-41306_1?lang=en).

IBOc. DP language courses: overview and placement guidance. International

Baccalaureate, 2020c. [https://resources.ibo.org/data/d\\_0\\_dpyyy\\_gui\\_2007\\_3a\\_e.pdf?](https://resources.ibo.org/data/d_0_dpyyy_gui_2007_3a_e.pdf?)

IBO. *IB Language Tenets*. International Baccalaureate, 2024.

[https://resources.ibo.org/data/g\\_0\\_iboxx\\_amo\\_2312\\_2\\_e.pdf](https://resources.ibo.org/data/g_0_iboxx_amo_2312_2_e.pdf)

IBO. *IB Language Tenets in Practice*. International Baccalaureate, 2024.

[https://resources.ibo.org/data/g\\_0\\_iboxx\\_amo\\_2409\\_1\\_e.pdf](https://resources.ibo.org/data/g_0_iboxx_amo_2409_1_e.pdf)

IBO. *About the IB: Mission*. International Baccalaureate, 2025.

<https://www.ibo.org/about-the-ib/mission/>.

Ritchhart, Ron, Mark Church, and Karin Morrison. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. San Francisco: Jossey-Bass, 2011.

Shen, Jingping. "A Review of the Effectiveness of Foreign Language Enjoyment and

Foreign Language Classroom Anxiety on Learners' Engagement and Attainment." *Frontiers in Psychology* 12 (2021).

## Appendix A – Summary Table of the Language Policy

Practices	Evidence
<p>Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)</p>	<p><b>Multiple References presented on the DIS's Language Policy document</b></p> <p>International Baccalaureate Organization. Guidelines for developing a school language policy. International Baccalaureate, 2008a</p> <p>International Baccalaureate Organization. Learning in a Language Other Than the Mother Tongue in IB Programmes. International Baccalaureate, 2008b.</p> <p>International Baccalaureate Organization. Guidelines for school self-reflection on its language policy, 2012.</p> <p>International Baccalaureate Organization. MYP: From Principles into Practice. International Baccalaureate, 2014.</p> <p>International Baccalaureate Organization. Programme Standards and Practices 2020a. International Baccalaureate, 2020.</p> <p>International Baccalaureate Organization. Language Acquisition Guide (for Use from September 2020/January 2021). International Baccalaureate, 2020b.</p> <p>International Baccalaureate Organization. <i>IB Language Tenets</i>. International Baccalaureate, 2024.</p> <p>International Baccalaureate Organization. About the IB: Mission. International Baccalaureate, 2025.</p>

<p>Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)</p>	<p>From DIS's Language Policy: <i>"The DIS mission statement is the foundation for our language policy. As language forms the basis for all learning, this policy is critical for helping the school to achieve its mission."</i></p> <p><b>Language as a fact:</b> The DIS's Language Policy acknowledges that <i>"all teaching entails language and the teaching of language reflecting the IB holistic approach,"</i> emphasizing that language is an inherent part of all learning.</p> <p><b>Language as a resource:</b> The DIS's Language Policy states that <i>"language is an expression of culture and valued as an integral aspect of a student's identity,"</i> highlighting how multilingualism enriches personal growth and intercultural understanding.</p> <p><b>Language as a right:</b> The DIS's Language Policy affirms that <i>"development of one's mother-tongue language is critical for maintaining one's cultural identity,"</i> recognizing every student's right to sustain and develop their linguistic heritage.</p>
<p>Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)</p>	<p>From DIS's Language Policy;</p> <p><b>Library and Literature Resources:</b> The DIS's Language Policy states that <i>"in the library we have different sections of books in various languages and we encourage students and teachers to borrow them,"</i> ensuring access to multilingual materials.</p> <p><b>Catch-Up Club and Peer Support:</b> The DIS's Language Policy mentions a Language Catch-Up Club in the Library, where <i>"students can stay and get extra help from our older students who are more proficient in the language,"</i> demonstrating how DIS uses the Library not only for physical resources, but also for peer-assisted learning.</p> <p><b>Digital and Virtual Learning Tools:</b> The DIS's Language Policy suggests that we utilize online resources. We also aim at <i>"opening a digital library where students can access online books in their preferred language"</i>. In addition, we now produce: <i>"a Language Podcast in which students from all classes discuss several topics of interest in the different languages spoken at DIS"</i>. Finally, <i>"DIS also offers the possibility to enroll on Pamoja Online Language Courses"</i>.</p> <p><b>Facilitate Language Development:</b> The DIS's Language Policy reports that we implement the Pathways programme, which aligns with the Common European Framework of Reference for Languages (CEFR) to track student progress and set clear language proficiency goals.</p>

<p>Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)</p>	<p>From the DIS's Language Policy;  <u>Responsibilities</u>  <b>There is one section on the Language Committee, its roles and responsibilities.</b></p> <p><b>All Teachers as Language Teachers:</b> The policy emphasizes that "<i>all teachers are language teachers</i>", meaning that every educator is responsible for supporting students' language development, regardless of the subject they teach.</p> <p><b>Student Responsibilities and Language Expectations:</b> The school expects students to develop both their mother tongue and additional languages, stating: "<i>The acquisition of language is a life-long process and a key component of intellectual and personal growth.</i>"</p> <p><b>Student Assessment and Teacher Accountability:</b> The policy defines strategies to support teachers on how to assess students in an accountable way</p> <p><u>Rights</u>  <b>Equity in Language Access:</b> The policy ensures that all students, regardless of their linguistic background, have access to appropriate language instruction and support. For example, it states: "<i>New students entering the school after the start of the MYP 5-year cycle must be able to enter the class at the same phase, or one phase above or below, of the year group they are entering.</i>"</p> <p><b>Parental Involvement:</b> The document outlines the role of parents, stating: "<i>DIS families are part of the school community and have communication in both Italian and English, depending on the issue, through parent evenings, parent workshops, newsletters, and individual parent-teacher conferences.</i>".</p> <p><u>Good practices</u>  <b>Good Practice in Language Development:</b> The document explicitly defines good practice for teachers, including:          Using visual resources (e.g., posters in school corridors)          Organizing language-focused activities (e.g., theatre in English, lunches in different languages)          Peer support initiatives, such as the Catch-Up Club, where older students assist younger ones in language learning. In addition, Appendix B details out teaching strategies to teach a</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

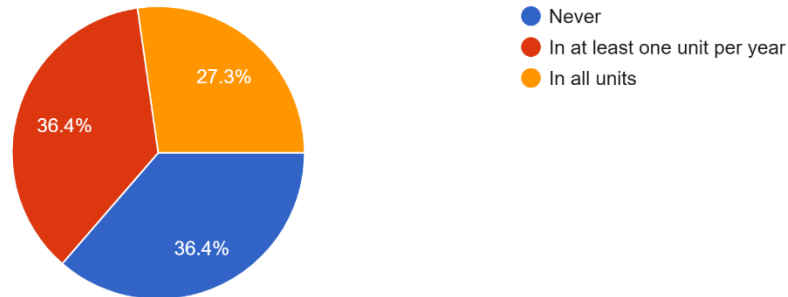


	<p>non-language subject in English</p> <p><b>IB Guidelines</b> We have made use of the IBO report on "<i>Learning in a Language Other Than the Mother Tongue in IB Programmes</i>" to implement efficient practices in teaching in a foreign language</p>
<p>PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)</p>	<p>From the DIS's Language Policy;</p> <p><b>Bilingual Instruction in Primary School:</b> Our policy states: "<i>Whilst our Primary School is not a bilingual setting, we strive to support the development, understanding and use of Italian and English, whether they be a child's mother tongue or additional language. We strongly support and advocate the practice of translanguaging, not only to support students in language learning but to enable them to express themselves and take pride in what they already know, understand and can say.</i>"</p> <p><b>Language Integration into the Curriculum:</b> The document emphasizes that English is used "<i>often, but not exclusively</i>" in primary school, ensuring that students are exposed to at least two languages. The policy also states: "<i>In our PYP learning community, Italian is the language of instruction and English is primarily taught as an additional language. Consequently, our POI is mostly delivered in Italian, with English language specialist teachers contributing to the learning and teaching in each Unit, as appropriate.</i>"</p> <p><b>Gradual Transition to English as the Primary Language:</b> The document explains that by Grade 5, English exposure increases to help students transition smoothly into the Middle Years Programme (MYP), reinforcing early multilingual development.</p>

## Appendix B – Evidence on teaching strategies to support learning in English

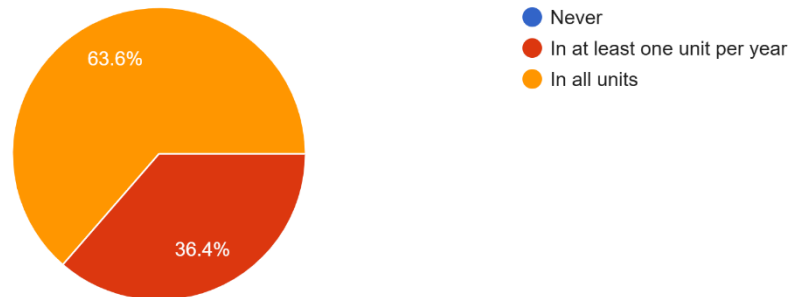
(1) How often do you require your students to compile a vocabulary bank of newly learned terminology in class?

11 responses



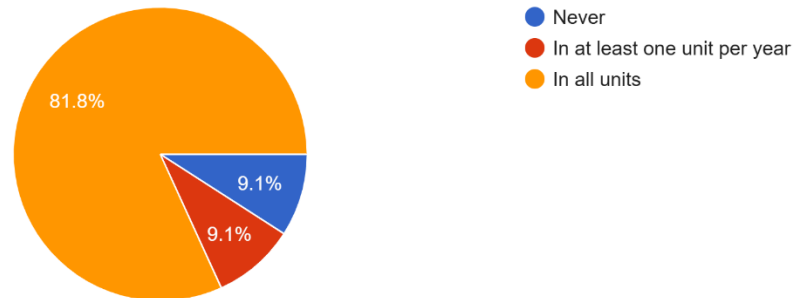
(2) How often do you provide students with written samples of what they are expected to do (e.g. examples from top past papers and/or walk the talk exercises)?

11 responses



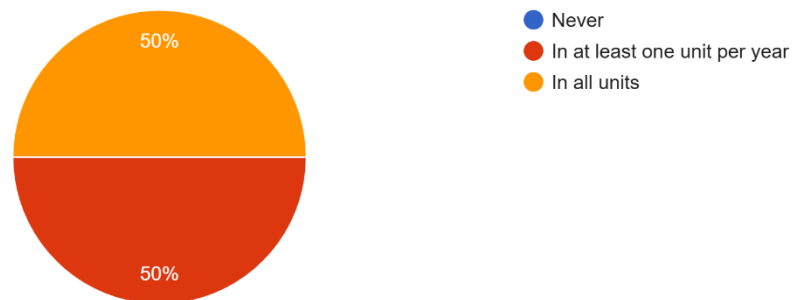
(3) How often do you use slides to provide visual support for the content taught, reducing the reliance on spoken language in the learning process?

11 responses



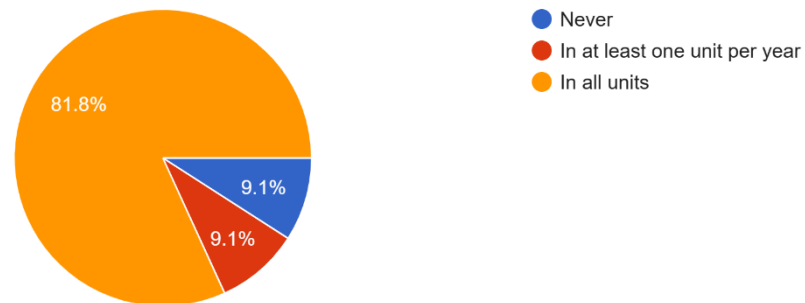
(4) Do you occasionally use Italian as a strategic tool to reinforce and clarify concepts taught in English, supporting student comprehension?

10 responses



(5) How often do you actively ask students questions or have them work in small groups to create opportunities for language practice?

11 responses



*Additional suggestions provided by our teachers to support learning in English*

Subject	Strategy
Maths	Review previous topics, include formulae and definitions for consolidation.
Upper MYP Science & Maths	Use of Latin-based etymology, mnemonics, and everyday references to aid memory.
Upper MYP Sciences	Give students key terms and ask them to create a sentence with a scientific context that includes all of them. This helps them grasp the terms fully and understand their meanings in context.
Lower MYP Sciences	Used occasionally or for comprehension checks; students may repeat in Italian or provide Italian translations for new vocabulary.
Humanities	Provide guidelines on active reading/writing strategies, teach software tools for vocabulary/grammar, and require multiple essay rewrites for clarity and cohesion.
Art	ATL activities, visual note-taking, mind maps, and mood boards.
Music	Use music with on-screen lyrics and video clips with subtitles when possible.