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NARRABUNDAH COLLEGE

Senior Board of Secondary Studies (BSSS) International Baccalaureate (IB) Diploma Programme

Language Policy updated 2022

Rationale for learning Languages

The major rationale for learning languages is that being able to communicate proficiently gives learners essential communication skills in the target language, an intercultural capability, and an understanding of the role of language and culture in human communication. It provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world.

https://www.bsss.act.edu.au/act_senior_secondary_system/curriculum

Purpose of this document

This document provides a framework for language learning in Narrabundah College. It sets out the College philosophy about language, documents the practices and procedures that enable language learning to take place.

Curriculum Requirements

This document is underpinned by the curriculum requirements of Senior Secondary Board of Studies (BSSS) and the International Baccalaureate Organisation (Diploma Programme).

1. Supporting Documents

1.1 Languages in ACT public schools

<https://www.education.act.gov.au>

The ACT Education Directorate (the Directorate) strongly supports the teaching and learning of languages in Canberra public schools. The Directorate recognises that learning languages broadens students' horizons in relation to personal, social, cultural and employment opportunities.

Why do we teach languages in ACT schools?

- Learning a language is a core component of the ACT curriculum framework;
- Students extend their thinking and reasoning skills and they apply these in other areas of learning and in processing knowledge;
- Learning languages assists a student to develop multiple intelligences;
- Using more than one language is a skill of the highest order;
- Knowing aspects of another language improves students' skills in using English and communicating effectively;
- Learning a language assists students to use modern communication and information technologies like computers and the Internet;
- Students will be able to engage with other cultures using the skills gained by learning a language;
- Students will be able to relate to their local society and culture as well as being able to operate globally; and
- Learning a second language empowers students for life.

1.2 English Course Framework

https://www.bsss.act.edu.au/act_senior_secondary_system/curriculum/frameworks

Rationale

The study of English develops students' ability to become effective users of language and producers of texts. It focuses on developing evaluative, analytical, and creative thinking skills. Students explore how language and texts influence their personal identity and perception of the world through creating their own imaginative, interpretative, analytical and practical texts in different modes and mediums. They reflect on themselves as members of society and as world citizens.

Goals

All courses based on this Course Framework should enable to develop students'

- skills in listening, speaking, reading, viewing and writing;
- capabilities to create texts for a range of purposes, audiences and contexts;
- understanding and appreciation of different uses of language;
- ability to communicate appropriately using Standard Australian English (SAE) in a range of contexts;
- critical thinking and analytical skills; and
- ability to respond personally, critically and imaginatively to a range of texts drawn from Australian and other historical, contemporary and cultural contexts and traditions.

Literacy in English

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. Students apply, extend and refine their repertoire of literacy skills and practices as they examine how meaning is communicated and as they engage in creative response and argument. Students compare texts and consider them in relation to their contexts and purposes, and they consider how texts are created for specific purposes, contexts and audiences.

1.3 Languages Course Framework

<http://www.bsss.act.edu.au/curriculum/Frameworks>

Rationale

Learning additional languages widens horizons, broadens cognitive and cultural experience, and develops communicative and intercultural competence. It also opens up new perspectives for learners, not only in relation to other cultures and languages, but also in terms of their own language and cultural practices.

Learning languages strengthens intellectual and analytical capability and enhances creative and critical thinking.

Students develop an understanding of the nature of language (including linguistic and stylistic features), of culture, and of the process of communication. They develop understanding of how values and culture shape their world view. Learning languages extends each learner's understanding of themselves, their heritage, values, culture, and identity. Students develop intercultural capability; they develop understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences. Learning languages contributes to strengthening the community's social, economic, and international development capabilities.

Students learn to reorganise their thinking to accommodate the structure of another language, they develop cognitive flexibility and problem-solving ability, which can be applied when problems and solutions are not evident, as well as when critical thinking and creative approaches are required.

Learning languages requires and improves intellectual disciplines and systematic study habits. These habits are characterised by effective planning and organisation, incorporating processes of self- management and self-monitoring.

Goals

All courses based on this Course Framework should enable students to:

- enhance their capacity to communicate and interact effectively within and across languages and cultures, showing control over linguistic elements and an awareness of audience and purpose;
- understand the interrelationship of language and culture, and the importance of intercultural competence;
- acquire language learning strategies that can be applied in further studies;
- expand their post school options and meet the growing needs of business and industry for language skills and intercultural understanding;
- understand the variability of language use – how language changes with the context of situation and the context of culture (participants and their relationship, circumstances of communication);and
- employ technology to enhance communication.

1.4 English as a Second Language Course Framework

Rationale

English is the official language of Australia and is increasingly the language of international communication. Effective participation in Australian society requires an ability to understand the various uses of the English language and to employ them successfully.

Students from Culturally and Linguistically Diverse Backgrounds who require English as a Second Language (ESL) provision should have access to programs which address their specific language needs.

The study of ESL is designed for students for whom English is an additional language. It facilitates the acquisition of skills for communication and learning in an English language context. It enables students to develop critical and creative thinking and strategies to meet the demands of their current studies while embracing a new culture. In addition, the study of ESL can assist students in their personal lives, employment, future learning and participation in a democratic society.

Students studying ESL have the right to learn and succeed within a curriculum, which is sensitive to and inclusive of their prior learning and experiences. As an integral part of an inclusive curriculum, ESL courses value and affirm the diversity of interests, backgrounds, knowledge and abilities of all students. The study of ESL fosters students' self-esteem by enabling them to use the English language confidently.

2. Language Acquisition Programme at Narrabundah College

2.1 College Language Profile

Narrabundah College offers the International Baccalaureate Diploma and French Baccalauréat program, in addition to the Senior Secondary Certificate. The school has a very strong international atmosphere: fifty five nationalities are represented amongst Narrabundah College's student body and fifty-five different first languages are spoken.

Narrabundah College has built up a highly enviable reputation in languages and challenges national trends in Language acquisition with more than half of the student population studying at least one language. The college currently offers nine languages and a Translating and Interpreting skills (TIS) courses. Students can continue studying a language learned in high school and also take up a language they have not studied before. Many students study two or more languages.

More than 55% of the whole college population takes up a second language other than English.

The language teachers at Narrabundah College are highly qualified and are all native speakers of their respective languages.

2.2 BSSS Language courses

The following languages are offered at Beginning, Continuing and Advanced levels:

Asian Languages	CHINESE	KOREAN	JAPANESE	HINDI	INDONESIAN
European Languages	FRENCH	GERMAN	ITALIAN	SPANISH	
Other	TI (Translating & Interpreting)	EAL/D			

All Languages offer Tertiary (T) courses.

The following courses offer Accredited (A) courses:

Beginning/Continuing Japanese, Beginning/Continuing Indonesian, Beginning/Continuing French, Beginning/Continuing Chinese, Beginning/Continuing Spanish, Beginning/Continuing Italian, Beginning/Continuing Hindi, Beginning/Continuing Korean, Beginning/Continuing German.

EAL/D

The English as an Additional Language/Dialect (EAL/D) course is available to students who have less than seven years of formal education in non-English speaking countries. This course is designed for those who have a good working knowledge of the fundamentals of English and who wish to improve their fluency in, and knowledge of the English language. This course covers the four aspects of English; listening, speaking, reading and writing, and has a definite emphasis on academic skills, to allow students to attain the skills required for tertiary studies.

All Y11 International Private Students (IPS) with limited knowledge of English must also elect ESL Bridging Course which is accredited in order to enhance their English language skills.

TI (Translating and Interpreting)

The College recognises the existing international and multilingual nature of its student population which include students who already possess advanced skills in a range of languages other than English. The Translating and Interpreting skills course is available for students who speak English and another language at a native level, within the above nine languages offered at the college (Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean and Spanish).

Through this course, students will develop skills pertinent to translating and interpreting. It will increase students' language abilities and cultural knowledge, building their confidence as a global citizen who can communicate effectively in diverse local and international contexts.

Students can enter courses at different levels depending upon their previous language learning background. Students enrolling in one of the nine languages other than English must fill in a Languages Eligibility Form.

2.3 Hours

The language acquisition programme is delivered in 4 lessons of an hour per week. This represents a total of 240 minutes per week over 32 weeks per academic year.

2.4 Other Programs

Narrabundah College caters for a large number of International Private Students (IPS). They contribute to the diversity of the school and enhance the language programs at our college. There are designated coordinators who are in charge of the students' academic progress and well-being. Enrolment procedures must go through the International Education Unit (IEU) in the department.

2.5 Language acquisition BSSS course entry requirements

<http://www.bsss.act.edu.au/curriculum/courses>

All students who are enrolling in an ACT Board of Senior Secondary Studies Language course are required to complete a Language Eligibility Criteria Form.

The objective of the language enrolment process is to determine distinctions between students who have significantly different experience, knowledge and proficiency in a language which exceeds the requirements of the course. These experiences can create unfair assessment determinations. Students deemed to have a greater linguistic competency than required by the course are not permitted to enrol in that level course.

The criteria for enrolment have been designed to assess the degree to which a student has had previous experience in, and exposure to, the language they wish to study.

Research into language acquisition has shown that people who learn a language during their 'critical period', that is between birth and around 10 years of age, have an advantage over those who learn the language outside of this period. It has also shown that children who are immersed in a language, for example, through growing up with the language at home, or spending time in a country where the language is a medium of communication and/or through attending a school where the language is the medium of instruction, have an advantage over other learners.

(Source: Languages Eligibility Form for enrolment in courses of study from 2018)

Criteria for permission to enrol in a BSSS language course

All students enrolling in a BSSS Language course are required to be assessed against these criteria. All students must complete an application form. Therefore all students wishing to study a language or languages will be required to fill in the BSSS Languages Eligibility Form, so that students can be placed in the correct level.

Colleges are placing students in a course based on hours of experience not on student performance. There are three criteria against which your application for enrolment will be assessed:

- Education;
- Residency and/or time spent in-country; and
- Use of the language outside the classroom.

PATHWAY	CRITERIA FOR PERMISSION TO ENROL IN A BSSS LANGUAGE COURSE		
	Education	Residency and/or time spent in-country	Use of the language outside the classroom
Beginning language courses	<p>Little, or no formal education (from pre-primary) in schools where the language is a language of instruction</p> <p>They may have had some instruction in primary school or early high school elective language classes</p> <p>Language and cultural awareness instruction comprised less than 200 hours in total, P-10, including education in community organisations and less than a total 80 hours language classes across Years 9 and Year 10</p>	<p>Less than one year in total of residency and time spent in a country where the language is a medium of communication</p>	<p>Nil or very infrequent use of the language outside the classroom with a speaker/s of the language is permitted</p>
Continuing language courses	<p>One (1) to five (5) years in total of formal education (from pre-primary) in schools where the language is a language of instruction, including education in community organisations</p> <p>Or two or more years of study in the language at high school including Year 9 and 10</p>	<p>Between one (1) and five (5) years in total of residency and time spent in a country where the language is a medium of communication</p>	<p>Use of the language outside the classroom with a speaker/s of the language is permitted</p>
Advanced language courses	<p>More than five (5) years in total of formal education in schools where the language is a language of instruction, including 2 years in high school, and or education in community organisations and or intensive language courses</p>	<p>More than five (5) years in total of residency and time spent in a country where the language is a medium of communication</p>	<p>Sophisticated use of the language (spoken and written) outside the classroom with a speaker/s of the language</p>

- Note:
1. In the Education criterion, the reference to a 'year' is an academic or school year.
 2. In the Residency criterion, the reference to a 'year' is to a period of twelve months.

A student who provides incorrect or misleading information in support of his/her application for permission to enroll has breached BSSS rules and may be withdrawn from the course or have his/her results in the course voided

Evidence required by the college to support an application may include

- Year 10 first semester reports
- Students' reports from schools attended both inside and outside Australia, if applicable
- Passport page showing name, nationality, date of birth and date of arrival in Australia if applicable
- Any additional information to be provided for residency, travel and schooling
- Other as requested by the principal

3. International Baccalaureate (IB) Diploma Language acquisition

3.1 The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising our common humanity and shared guardianship of the planet help to create a better and more peaceful world. IB Learners strive to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.

In keeping with the IB Mission Statement and IB Learner Profile, Narrabundah College aims to foster international mindedness by empowering students with knowledge and understanding about the interdependence of the world, through the study of language and literature.

3.2 Language A -Group 1

English is the A language at Narrabundah College, being both the national language of Australia and the language in which all students are currently proficient.

3.3 Learning Languages other than English – Group 2

Group 2 consists of two modern language courses—language ab initio and language B—that are offered in a number of languages.

Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the

language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity

It is a requirement of the programme that students study at least one subject from Group 2.

At Narrabundah College, students can choose from the following languages in Group 2:

- Chinese- Ab initio/SL/HL
- Japanese- Ab initio/SL/HL
- Korean- SL/HL
- French-Ab initio/SL/HL
- Spanish- Ab initio/SL/HL
- Italian-Ab initio/SL/HL
- German-Ab initio/SL/HL

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language. (Source: International Baccalaureate Language B Guide 2015)

3.4 Placement of students in group 2 language courses

- [Language ab initio](#) courses are for beginners; that is, students who have little or no previous experience of learning the language they have chosen). These courses are for Beginning level students but fall into the category of Standard level in Group 2.
- [Language B](#) courses are intended for students who have had some previous experience of learning the language. They may be studied at either higher level or standard level.

Prior learning

Many factors determine the group 2 course that a student should take: the student's best language, the language(s) spoken at home and at school, and any previous knowledge of the language of study. The most important consideration is that the language B course should be a challenging educational experience for the student.

All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them.

3.5 Encouraging multilingualism

To further encourage language learning, students have the opportunity to study more than one language. They can choose one Language from Group 2 and another Language Ab initio or Language B in Group 6.

3.6 Extension for Language students (English and Language acquisition)

Students are able to undertake a wide variety of activities to develop their language use and apply their skills creatively and imaginatively. Examples of such activities include OZCLO (The Australian Computational and Linguistics Olympiad), debating, public speaking, writing Competitions, overseas tours (Spain, Italy, Japan, Korea, China and New-Caledonia). These activities provide opportunities for students to use language persuasively, and for an authentic audience and practice their language skills in an authentic context.

3.7 Language students participate in a range of extra-curricular activities including:

- Annual United Nations Day in week 4 of session 3.
- Speech contests
- Overseas excursions (Japan, Korea, Italy, China, Spain, New Caledonia)
- Local excursions (exhibitions, movies, restaurants, performances, etc.)
- Cooking classes
- OZCLO competition
- ANU annual languages showcases
- Embassy sponsored activities
- Nara Festival (Japanese)
- High school visits

3.8 Referencing and language protocols

Guidelines for appropriate referencing of work and the protocols for formal academic writing are accessible to the students in a number of ways, including:

- Guidelines published on the College's website
- Access to online bibliography sites, with librarian assistance
- Formal sessions on academic writing, such as Extended essays, Major Works, Personal Interest Projects and other extended written tasks

