



<http://visuwords.com/language> accessed 30 September 2024

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

**The language policy of the IB Diploma at Växjö Katedralskola** is to provide as many opportunities as possible for our students and faculty to express themselves in their many languages and codes of thinking, communicating, and reflecting. We understand that language is the basis for learning, and that all teachers are language teachers. The school supports international-mindedness in deepening understanding of this, and encourages all candidates to take a Bilingual Diploma.

**These goals support the IB Mission Statement:**

*The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. [Our mission - International Baccalaureate®](http://www.ibo.org)*

accessed 30 September 2024

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

➤ Växjö Katedralskola promotes a policy of **full inclusion** that provides linguistic and other learning support. Students are provided with instruction in mother-tongue languages, dictionaries, and online language resources in learning and assessment. Students are offered extra support if not proficient in the language of instruction, and provided with a digitalised translation service of school subjects.

➤ Växjö Katedralskola provides **instruction support** in the three courses in Swedish as a Second Language, in addition to the IBDP, for students starting Year 1 with previous academic grades. In response to recent changes in requirements for entry to universities in Sweden, the school no longer offers Swedish lessons for students without full academic grades in Year 9. The DP began offering Group 2 Swedish ab initio in August 2021.

Diploma students arriving in Sweden may

- A) take the TISUS test [Tisus - Institutionen för svenska och flerspråkighet](#)
- B) study Swedish after the Diploma at Komvux [Utbildning, Svenska som andraspråk, Komvux- & vuxenutbildning](#) or
- C) study Swedish as a foundation year (basår) at a Swedish university [Studera svenska som andraspråk - basår](#)  
(accessed 30 September 2024).

➤ Students with previous grades may take Swedish as a Second Language parallel to the Diploma to qualify for university entry in Sweden. Support is available in other languages that students take in Year 1 (Pre-Diploma) in English and the languages of French, German, Italian, Japanese, Spanish, and Swedish. Students studying through English at Swedish universities may not need Swedish language grades as a requirement for admissions, according to individual universities.

➤ Växjö Katedralskola's DP Coordinator coaches each student when giving **guidance on suggestions** for Diploma and other language subjects, such as Swedish as a second language to qualify for third-level education in Sweden.

➤ Växjö Katedralskola appreciates that the **development of language skills** enables students to begin to think critically, visualise, and conceptualise, to take academic risks and ask questions, and to become principled and reflective.

➤ Växjö Katedralskola supports the linguistic development of all students in **using languages precisely and with confidence** in varying written and spoken contexts; in understanding and appreciating cultural differences; in stimulating the rich world of the imagination in literature; and in encouraging curiosity about ways of knowing and knowledge itself.

The school **library**, at the heart of learning at the school, provides texts and online texts in many languages, and a lending service of books, audio books, Braille books, e-texts and other sources from national libraries. The librarian visits DP classes and informs students in English and Swedish on research techniques.

#### **DOAJ**

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

#### **Libris**

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

<https://bibliotek.vaxjo.se/startside#/>

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

All accessed 30 September 2024

**Växjö Municipal Library** features lectures, exhibitions, and literature in many languages including Arabic, Bosnian-Serbo-Croatian, Persian, Russian, and Somali.

**Language and its pivotal place in IB learning** is addressed in

#### **Group 1 Studies in Language and Literature**

English A Language and Literature, Language A Literature School-supported Self-taught, Swedish A Literature;

#### **Group 2 Language Acquisition**

English B, German B, Spanish B, Swedish B, and Swedish B ab initio.

### **Registering candidates in DP language subjects**

Posted on 3 September 2020 [www.ibo.org](http://www.ibo.org)

Diploma programme coordinators must ensure that students are registered for the studies in language and literature and language acquisition courses that are most appropriate for them (C1.4.3 Placement of students in language acquisition courses in *Assessment procedures*).

Students that are already able to read, analyse and respond to complex literary and non-literary texts in a given language must be placed in a studies in language and literature course for that language.

The language ab initio and language B courses are language acquisition courses—designed to provide students with the opportunity to develop in a language in addition to their first language(s). The language acquisition courses are not designed for students that already have the ability to communicate successfully on a range of topics in a variety of contexts in a specific language ab initio or language B.

The publication *Guidance for studies in language and literature and language acquisition courses* provides information about DP language courses and additional guidance regarding the placement of students in these courses.

**Language and its pivotal place in IB learning** is also addressed in Groups 3, 4, 5, and 6 (most recently in a Psychology EE on cognitive behaviour studies in language and memory, and a World Studies EE on immigration and language loss in preserving identity in a new culture); in CAS projects involving languages; and in the Theory of Knowledge course through multilingualism for understanding concepts. This is documented by students in their TOK notes. In 2024, to support our Language and Learning Development Plan, the ASIB Annual Conference in Linköping explored case studies for IB students from a variety of perspectives. We have added an IB Student Language Profile to further improve accuracy in language placement for Group 1 and Group 2, and shared this with all IB schools in Sweden.

## IB Student Language Profile

Name: \_\_\_\_\_ Date Of Birth: \_\_\_\_\_

Most proficient academic language(s) in school _____ _____	From Year From Year	To Year To Year
Literature studied in languages: _____	_____	_____
Mathematics learned in language: _____ _____ _____	From Year From Year From Year	To Year To Year To Year
Other languages studied in school: _____ _____ _____	From Year From Year From Year	To Year To Year To Year
Languages with parents:	Maternal:	Paternal:
Other family languages	_____	_____
Other community languages:	_____	_____
Languages in countries as resident: _____ _____ _____	From Year From Year From Year	To Year To Year To Year
Most comfortable languages		
Languages in dreams		

Dated: \_\_\_\_\_ Updated: \_\_\_\_\_ Updated: \_\_\_\_\_

All faculty at Växjö Katedralskola participated in an ongoing collaboration with Linnaeus University in the SKUA project in 2023-2024 in developing linguistic skills and study skills , as well as didactical approaches to language implementation and training. Cross-disciplinary collaboration resulted in deepening understanding of translanguaging in command terms and concepts in all DP groups.

The working language of the DP at Växjö Katedralskola is English, **the language of instruction is English**, with the exception of instruction in other languages, and the response language for assessment is English. The school website provides **details in English and Swedish**.

[IB Diploma Programme - The International Baccalaureate](#) accessed 3 September 2024

The school's profile on the Association of Swedish IB Schools is in English at

[http://www.swedishibschools.se/?page\\_id=6](http://www.swedishibschools.se/?page_id=6) (accessed 30 September 2024) and in Swedish on Swedish education websites.

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

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

### **Engelska - CAE**

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

**Cambridge ESOL** Exam Preparation Centre



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

### Franska - DELF

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



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

### Tyska - DSD

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



Växjö Katedralskola encourages students to **travel overseas** to improve linguistic competence. Most recently these included immersion studies in France, history, culture and identity studies in Germany, culture exchange in Italy, an eTwinning project, a Comenius exchange project with Bulgaria, Germany, Poland, Italy, and Turkey. The Erasmus+ project, Denke Global - Think Globally, involved Poland, Germany, Italy, Hungary, and Sweden, with restrictions during the pandemic of Covid-19. Our 2023 teacher exchange supported our Group 2 Spanish teachers visiting an IB school in Spain. The 2024 interns were from Germany, and the DP Head of School and staff visited IB schools in the U.S. The 2025 Erasmus+ project highlights issues of sustainability in student exchange with a school in Assisi, Italy. [About education and training in the EU | Education and Training](#) (accessed 30 September 2024). Students from IB Diploma classes in Budapest and Düsseldorf among other cities, have also shadowed the DP in Växjö, and we have hosted interns from Sweden, Germany, and Thailand.

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

The school has been the active regional partner of the **Swedish Language Teachers' Association** (Språklärarnas Riksförbund [Språklärarnas riksförbund](#) accessed 30 September 2024), and held a conference of more than one hundred participants every autumn with invited speakers and workshop leaders for the languages of Chinese, English, French, German, Italian, Japanese, Russian, and Spanish. The DP French B teacher headed this as chair for five years. DP1 students hosted the event as a CAS Service experience; organising reception of speakers from overseas and communicating in their languages, local tours of the city, tech support, assistance, and reception of publishers of textbooks and other media in many languages. This conference is now held in partnership with Linnaeus University.

**Languages at Växjö Katedralskola** New students in the IB Diploma Programme sit admissions tests in English and Mathematics and a small group interview in English with the Admissions Team. This focuses on discussing and visualising the Learner Profile and their language skills. They take all subjects in English (excepting languages) in the preparatory year of Swedish national programme subjects before DP1, which raises their skills and gives them grades that contribute to university points in Sweden. They sit national examinations in English, Swedish as a first or second language, and a third language from a choice of French, German, Italian, Japanese, and Spanish. They may also sit examinations in mother-tongue languages, and placement to the following DP language subjects in most recent years is guided by their progress:

#### **Group 1**

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

#### **Group 2**

- English B HL
- German B SL
- Spanish B HL and SL
- Swedish B HL and SL
- Swedish B ab initio SL

DP candidates may choose a third language in Group 6. The DP student body at Växjö Katedralskola, predominantly, has a Swedish background. Yet students achieving the top Diploma points have spoken mother-tongue languages including Dutch, Flemish, Somali, Swedish, and Vietnamese. A recent DP graduating cohort spoke first languages including

Amharic, Arabic, Bosnian, Chinese (Mandarin), Czech, Finnish, Hindi, Hungarian, Lithuanian, Polish, and Romanian.

**CAS multilingualism experiences** include the annual school concert in many languages for International Language Day every autumn, which the entire school attends. The annual CAS Fair profiles inter-cultural projects. The Sweden-Somalia CAS project for IB DP students mentors arrivals from Somalia to Sweden sharing languages and cultural customs, while a CAS Service group helps newcomers to the school in different languages on a one-to-one basis. Other projects include learning calligraphy to put up signs of welcome on open days; and trying language games during IB DP events on sites such as

[Digital Dialects: Online language learning games](#)

[LingYourLanguage](#)

[Large Collection of Free Multilingual and Multiuser Word Games | Mobile and Online Quizzes | Play WordGames.ME On-Line](#)

[New to Quia Web?](#)

[Wolfram|Alpha Examples: Words & Linguistics](#)

all accessed 30 September 2024

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

The mother-tongue languages provided by the municipality, depending on demand and availability of qualified teachers, include Albanian, Arabic, Bosnian-Croatian-Serbian, Dari, Finnish, Persian, Polish, Romanian, Russian, Somali, and Northern & Southern Kurdish.

### **Right to mother tongue instruction:**

- The student has basic knowledge of the language
- The student uses the language daily at home
- There are teachers with appropriate training
- At least five students want this teaching within the municipality, does not apply to Sami, Finnish, Meänkieli, Romani chib or Yiddish.

### **Växjö Katedralskola IB Diploma students reflect on language acquisition**

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

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

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



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

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

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

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

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

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

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

**Växjö Katedralskola, Sweden**

**World School 001106**

**IB Language Policy**

**Support Documentation**

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

AEM Conference Rome (DPC participant)

Martin, Brightman: Developing and supporting a multilingual learning community

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

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

[David Crystal - Will English Always Be the Global Language?](#)

Council of Europe: Common European Framework of Reference for Languages (CEFR):  
Learning, Teaching, Assessment  
[Portfolio Européen des Langues \(PEL\)](#)

Developing a culture of multilingualism  
[Developing a culture of multilingualism at International School Carinthia | SharingPYP Blog](#)

Digital stories could hold the key to multilingual literacy  
[Digital stories could hold the key to multilingual literacy for African children](#)

Economist: Do different languages confer different personalities?  
[Multilingualism - Johnson: Do different languages confer different personalities? | Prospero](#)

Grosjean, Francois. Video interview on bilingualism.  
[Interview Francois Grosjean- Bilinguisme](#)

Inugai Dixon, Carol. Multilingualism as a Fact, a Right, and a Resource for Developing Intercultural Awareness and Honoring Diversity in International Baccalaureate Programmes. (The Asian Conference on Language Learning)  
[http://iafor.org/archives/offprints/acll2013-offprints/ACLL2013\\_0054.pdf](http://iafor.org/archives/offprints/acll2013-offprints/ACLL2013_0054.pdf)

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

Montrul, Silvina. (2012) *El bilingüismo en el mundo hispanohablante*. Wiley-Blackwell  
Pavlenko, Aneta. (2014) *The Bilingual Mind and What it Tells Us about Language and Thought*. CUP

Stories of language learning and multilingualism  
<https://www.youtube.com/watch?v=QYABEzA3SrM>

TED talk on politics and the English language  
[Politics and the English language: Peter Hennessy at TEDxHousesofParliament](#)

UNESCO Education in a Multilingual World  
[Informe de seguimiento de la educación en el mundo, 2020, América Latina y el Caribe: inclusión y educación: todos y todas sin excepción](#)

UN Mother Language Day 21 February  
<https://www.un.org/en/observances/mother-language-day>

All accessed 30 September 2024  
Learning styles surveys of IBDP students show that the majority are visual learners, and this has informed the inclusion of visual material in this policy. Thank you students for your suggestions.

Authors: H Franzén, G Kennedy, I Klasson, B Marten, S Nystedt, E von Schantz, J Winnberg  
Next review: September 2025