Ministry of Education
Pedagogical Secretariat
Language Department
English Language Education

Diplomacy and International Communication in English

Inquire | Engage | Inspire

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Acknowledgements

Introduction

With the advent of social media for both personal and professional use, global communication takes place instantaneously, thus creating a need to provide training in the areas of expression and global discourse for future leaders engaging in positive intercultural communication. Global communication takes places across borders and cultures, predominately in English. Today, without question, English is important and useful as an international language, having taken on the global role of lingua franca in a plethora of work-related, social and cultural contexts (Ministry of Education, 2017) and is essential in the context of 21st century global competences. Thus, Diplomacy and International Communication in English, a five-point elective major, reflects this reality.
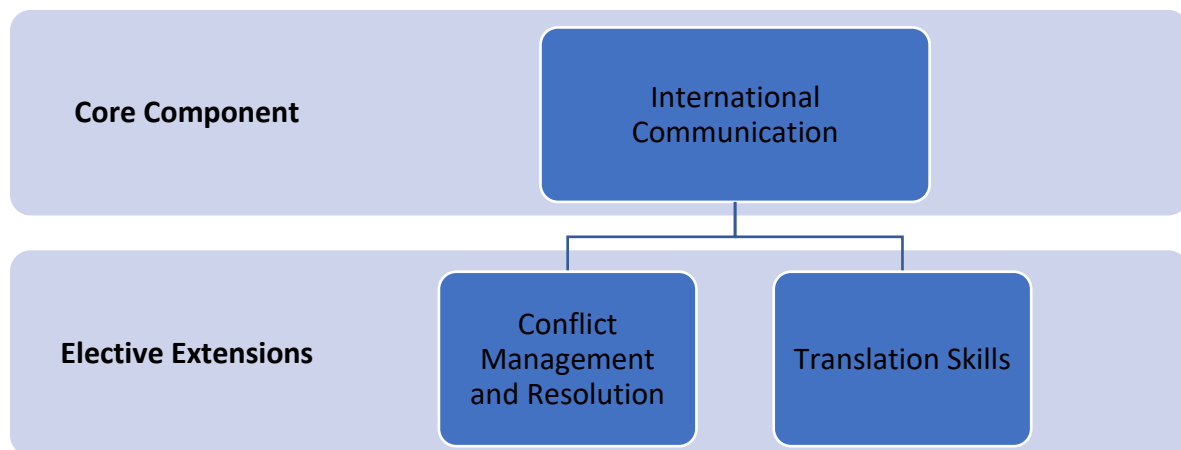
Figure 1: Diplomacy Structure

At the core of the Diplomacy curriculum is international communication. In Grade 10, students begin foundational studies of international communication. Instruction of this core component continues through to graduation. Elective extensions are chosen from two subjects: Conflict Management and Resolution or Translation Skills in Grades 11 and 12. All three areas of study focus on developing interpersonal communication skills, intercultural and interlinguistic sensitivity, and negotiation and decision-making competencies – all of which are requisite skills for diplomacy and ethical leadership.

As this unique major is demanding both in content and communicative aspects, 5-points English has been established as a prerequisite. Students that are able to attain this level have the opportunity to study this major in addition to their standard English curriculum. The major is unique in its approach to international communication in that, although the medium of instruction is English, it embraces the CEFR's concept of plurilingualism. That is, the dynamic and developing linguistic repertoire of an individual user/learner (CEFR, 2018). Learners use this repertoire in combination with their general competences and various strategies in order to accomplish tasks. Throughout the Diplomacy curriculum, students are encouraged to look at language and culture openly, and from multiple perspectives.

Rationale

The Diplomacy and International Communication in English curriculum employs a content and language integrated learning (CLIL) approach. CLIL is defined as a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Coyle, Hood, & Marsh, 2010). CLIL enables learners to encounter language in context and use it for authentic communication. The Four C's of the CLIL approach are outlined below.

Content	Integrating content from across the curriculum through high quality language interaction
Cognition	Engaging learners through creativity, higher order thinking and knowledge processing
Communication	Using language to learn and mediate ideas, thoughts and values
Culture	Interpreting and understanding the significance of content and language and their contribution to identity and citizenship

Table 1: Four C's of CLIL

The emphasis in CLIL is on learning the content of the subject and not on grammatical accuracy in the target language, rather language is seen as the vehicle for learning content. This in turn results in learners that are motivated and self-driven. However, this is not to say that there are no standards for grammar or lexical acquisition. The Diplomacy curriculum takes into account not only the Four C's of CLIL, but also aligns lesson objectives and assessment with the Common European Framework of Reference for Languages (CEFR). Specific grammatical and lexical targets are set by the EAQUALS Core Inventory and vocabulary band (appendices B and C).

The CEFR is detailed enough to allow both general and more specific mapping of communicative proficiency levels in relation to CLIL programs. More specifically, the CEFR Companion Volume (2018) has further elaborated on descriptors which have become increasingly relevant in today's communicative context such as mediation, plurilingual/ pluricultural competences, and online communication. The Diplomacy major objectives and learning activities directly correlate with the descriptions of communication abilities at CEFR levels (B1-C1). Learning activities are designed to allow students opportunities to apply both content and communicative competences in an authentic and meaningful way.

Further, the rubrics employed throughout the major draw upon the CEFR's descriptive scales to inform teaching. Thus teachers are able to provide detailed feedback to students on their language proficiency. This informs not only both teachers and students within the major, but also benefits their studies and can serve as a guide in the standard English curriculum.

Core Component: International Communication

Today's ethical leaders require a new type of skillsets to navigate the intercultural global arena. The relevant and rigorous Diplomacy curriculum takes into account the complexities and interconnectedness of the modern world in order to fulfill the needs of students aiming to expand their knowledge and competencies to be applied in local, national, and international contexts. The core component of the program, international communication, examines how information is exchanged across geographical and cultural divides, as well as how communication both impacts and is influenced by culture, politics, media, economics, and relationships in the age of globalization. Diplomacy students graduate with a deep understanding of open-mindedness, sophisticated analytical and research abilities, mastery of consensus building, and practical leadership skills.

Students of the program examine environmental, social, political, and economic issues creatively and critically with peers both at the national level and abroad. By addressing such local and international issues, they engage in 'citizen diplomacy' and learn how to negotiate effectively to build consensus in face-to-face and digital platforms. The international communication course of study is interdisciplinary, combining media studies, intercultural communication, and international relations through technology and experiential learning for the 21st century student in Israel. Academic language acquisition and increased language proficiency are integrated cohesively into a rigorous study of global citizenship and literacy.

Utilizing English as the medium of instruction, the curriculum is aligned with the Common European Framework Reference for Languages (CEFR) (Council of Europe, 2011, 2018). The CEFR is an internationally recognized language framework that goes beyond the traditional four skills of language; listening, reading, speaking, and writing. The CEFR presents the language learner/user as a social agent, acting in the social world and exerting agency in the learning process. The methodological message of the CEFR is that language learning should be directed towards enabling learners to act in real-life situations, expressing themselves and accomplishing tasks in various contexts. Thus, aligning the Diplomacy curriculum with the CEFR both internationalizes the communicative standard and demonstrates the relationship between language, communication, and culture.

Teachers are required to teach the concepts outlined in this curriculum, to ensure that the program aims are achieved. They are provided with a wealth of resources, activities, and simulations to choose from. However, teachers are welcome to adapt where necessary, given that the core component centers around modern communication, current events, and students' role as global citizens, as long as the core concepts are covered. This philosophy applies to the major extensions as well.

Elective Extension: Conflict Management and Resolution

Though the concept of "conflict" normally evokes negative associations, conflict can also be constructive. Even prolonged and violent conflicts can be resolved, whether through negotiation, formal or informal understanding and agreement, or building dialogue between the parties. This elective extension promotes the concept that conflict can be an opportunity to express and clarify problems or differences of opinion. Students enrolled in this course of study develop new thought and action patterns, utilizing communication strategies for mediation and creative problem-solving skills.

Within this extension focus, students learn about conflict at all levels; intrapersonal, interpersonal, intragroup, and intergroup. This interdisciplinary program concentrates on the aspects of conflict related to communication but also considers its place in the study of history, geography, sociology, psychology, environmental studies, citizenship and international relations. Students that complete their studies in this framework will be able to apply their understanding to conflicts that are familiar to them.

As part of the program, students will study and analyze contemporary and historical cases of conflicts resolved peacefully through considerations of the complexity and uniqueness of each situation. Students will be exposed to various learning materials enabling the acquisition of skills to understand and deal with complex conflicts and thus contributing to development of the individual on an emotional and social level. Students graduating from this track are equipped with theoretical and practical tools to construct complex, constructive, and productive discourse on controversial issues with different parties and the ability to recognize that most conflicts have the *potential* to be transformative.

Elective Extension: Translation Skills

The first Translation Skills curriculum "English-Hebrew, Hebrew-English Translation Skills, 1991" was conceptualized in 1989. Since then, the perspective of translation has broadened and the tools of the field have become more sophisticated for the study of translated texts, the translation process, constraints and factors influencing translation, translation for different objectives, and translation in different mediums. In addition, more attention is now paid to the social-cultural context in which the translation occurs, as well as the perception of the translator as a cultural mediator. The communicative approach considers the purpose of the source text in the culture from which it originates, the goal of the translated text in the target culture, and their implications on the translation style and meaning.

The Translation Skills elective extension places emphasis on two objectives. The first is developing advanced language skills and communicative competences. The other is to broaden the students' perspective to include cultural differences and the wide range of considerations stemming from the socio-cultural context during translation.

Program Aims

As outlined previously, the Intercultural Communication course forms the core component of the major. Thus the following program aims of the core component serve as overarching aims to be achieved by all students in the program. All communicative aims are aligned with the CEFR, while content aims draw on a number of sources, including organizations such as the United Nations and The Organization for Economic Co-operation and Development.

Core Component: Intercultural Communication

Develop advanced communicative and linguistic abilities in alignment with the CEFR
▪ Can understand a wide range of demanding, longer texts, and recognize implicit meaning. (CEFR C1)
▪ Can express him/herself fluently and spontaneously without much obvious searching for expressions. (CEFR C1)
▪ Can use language flexibly and effectively for social and academic purposes. (CEFR C1)
▪ Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. (CEFR C1)
▪ Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. (CEFR B2)

Develop pluricultural/plurilingual competence
▪ Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register. (CEFR C1)
▪ Can explain his/her interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of his/her own community and of other communities that he/she is familiar with. (CEFR C1)
▪ Can deal with ambiguity in cross-cultural communication and express his/her reactions constructively and culturally appropriately in order to bring clarity. (CEFR C1)
▪ Can anticipate how people might misunderstand what has been said or written and help to maintain positive interaction by commenting on and interpreting different cultural perspectives on the issue concerned. (CEFR C1)
▪ Can frame critical remarks or express strong disagreement diplomatically. (CEFR C1)

Develop ethical leadership qualities
▪ Can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behavior. (CEFR C1)
▪ Can organize and manage collaborative group work efficiently, monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation. (CEFR B2)
▪ Can encourage members of a group to build upon one another's information and ideas to come up with a concept or solution. (CEFR B2)

Increase awareness and knowledge on a range of global issues and relevant perspectives
▪ Can describe and discuss relevant global issues in terms of its economic, political, cultural and social importance.
▪ Can analyze global issues in terms of competing human rights and advocate differing positions on such issues.
▪ Can demonstrate understanding that his/her own worldview is not universally shared, and that other worldviews and theoretical assumptions may need to be considered before gaining a full understanding of a situation.

Become critical, analytical consumers/producers of media and information
▪ Can access, analyze, and evaluate the validity and significance of information from a variety of media sources.
▪ Can identify and navigate ethical dilemmas in producing media reports.
▪ Can describe and comment on ways in which a printed text or media piece engages the audience. (CEFR C1)
▪ Can compare different texts or media pieces, considering themes, exploring similarities and contrasts and explaining the relevance of the connections between them. (CEFR B2)
▪ Can give a reasoned opinion about a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others. (CEFR B2)
▪ Can discuss the objectivity and balance of information and opinions expressed in the media about his/her own and other communities. (CEFR B2)

Manage and problem solve complex texts and scenarios
▪ Can identify a range of possible responses/solutions to complex problems and evaluate their short and long-term consequences.
▪ Can generate creative and innovative ideas using logic, evidence, and background knowledge.
▪ Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-ended, neutral questions to minimize embarrassment or offense. (CEFR B2)

Extension Subjects

Specific corresponding aims for the extension courses are outlined below. In some cases, extension aims overlap with those of the core component. In these instances, the aims of the extension are more demanding and require deeper levels of understanding or proficiency.

Extension: Conflict Management and Resolution

Facilitating pluricultural spaces

- Can act as mediator in intercultural encounters, contributing to a shared communication culture by managing ambiguity offering advice and support, and heading off misunderstandings. (CEFR C1)
- Can anticipate how people might misunderstand what has been said or written and help to maintain positive interaction by commenting on and interpreting different cultural perspectives on the issue concerned. (CEFR C1)
- Can exploit knowledge of socio-cultural conventions in order to establish a consensus on how to proceed in a particular situation unfamiliar to everyone involved. (CEFR B2)

Facilitating communication in delicate situations and disagreements

- Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement. (CEFR C1)
- Can formulate a diplomatic request to each side in a disagreement to determine what is central to their position, and what they may be willing to give up under certain circumstances. (CEFR C1)
- Can use persuasive language to suggest that parties in disagreement shift towards a new position. (CEFR C1)

Extension: Translation Skills

Translating text

- Can translate into (Language B) abstract texts on social, academic and professional subjects in his/her field written in (Language A), successfully conveying evaluative aspects and arguments, including many of the implications associated with them, though some expression may be over-influenced by the original. (CEFR C1)
- Can provide fluent spoken translation into (Language B) of complex written texts written in (Language A) on a wide range of general and specialized topics, capturing most nuances. (CEFR C1)

Build on a pluricultural repertoire

- Can identify differences in socio-linguistic/-pragmatic conventions, critically reflect on them, and adjust his/her communication accordingly. (CEFR C1)
- Can sensitively explain the background to, interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc. (CEFR C1)
- Can explain his/her interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of his/her own community and of other communities that he/she is familiar with. (CEFR C1)
- Can deal with ambiguity in cross-cultural communication and express his/her reactions constructively and culturally appropriately in order to bring clarity. (CEFR C1)
- Can describe and evaluate the viewpoints and practices of his/her own and other social groups, showing awareness of the implicit values on which judgments and prejudices are frequently based. (CEFR B2+)
- Can interpret and explain a document or event from another culture and relate it to documents or events from his/her own culture(s)/ and/or from cultures he/she is familiar with. (CEFR B2+)

Pedagogical and Didactic Principles: International Communication

Spiraling

Select content areas have been spiraled throughout the Diplomacy curriculum, beginning with foundational concepts in the tenth grade and advancing in sophistication and complexity through grades eleven and twelve as students master the material. Learning activities and assessment rubrics are designed to take this into account as well, often evaluating students' abilities to build on previous knowledge or reference other sources.

Experiential Learning

According to Kolb (Kolb, 1984) "knowledge results from the combination of grasping experience and transforming it." Following every experiential learning activity in the Diplomacy curriculum, teachers facilitate a debriefing session in which students discuss and reflect upon their experience as individuals and a group. The teacher's approach is to scaffold the learning, allowing students to apply their own insights, accessing relevant analytical tools and theoretical concepts, enabling students to become active partners in learning.

Structured Conversations and Higher Order Thinking

To develop high-level communicative skills, students make use of language templates to help propel discussions. This greatly raises the conversation level and provides the opportunity to use new lexical phrases authentically. In structured conversations, roles are often assigned, and advanced preparation is necessary. Preparation may involve completing an analytical template which advances both language development and capacity to think deeply about a complex issue.

For example, in Socratic Seminars – a platform in which students deliberate a topic in depth, conceptual templates support students to uncover embedded cultural assumptions and make informed inferences. In each subsequent unit of study, structured conversation becomes more challenging; involving debate and simulation of council meetings. This learning model results in conversations that elicit multiple interpretations from which students learn to recognize different people may understand the same message differently. Additionally, these conversations promote creativity, develop the capacity to feel empathy, and encourage students to take responsibility for their learning.

Interdisciplinary Content with Emphasis on Global English

In today's world, global communication, diplomacy, and the English language are inextricably intertwined. Therefore, using English as the language of instruction goes without question and thus allows students to develop their skills in the content areas using the actual language in which global communication, interactions, and diplomacy are conducted. Hence students are enabled to expand their content area knowledge through practical application and gain real-world abilities.

The alignment of the curriculum with the CEFR is particularly apt given that the CEFR Companion Volume details communicative competences as they relate to real-world interaction and specifically emphasizes mediation, the process of establishing and managing interpersonal relationships to create a positive, collaborative environment, in a multicultural space (Companion

CEFR, 2018). The Diplomacy curriculum recognizes that Israel's diverse home cultures and languages are assets which can be engaged at local, national, and international levels. Diplomacy students are an example of the vision described by the Council of Europe; "social players, who at various levels, are exposed to several languages and have experienced different cultures" (Council of Europe, 2017).

Graduates of this major develop a sophisticated and highly proficient level of English over a three-year period as they invest many hours researching and applying subject matter in the target language. The Diplomacy matriculation exam in International Communication assesses achievements of program goals, including students' communicative performance according to the CEFR. Previous results of the Diplomacy matriculation exam have shown that students exposed to authentic texts and opportunity to apply learning to complex situations both in and outside of the classroom significantly raise language proficiency in terms of CEFR levels, thereby bridging the gap between high school and university readiness.

Structure of Program and Allotment of Hours

Grade 10: International Communication – Inquire

Students explore assumptions and develop awareness and skills in interpersonal and intercultural communication, media studies, public narrative, and storytelling. With emphasis on inquiry and curiosity, as well as critical thinking, students collaborate on projects and presentations, engaging in diplomatic and ethical communication while refraining from stereotyping and bias. Combined with interactive learning, guest lectures, and biannual Summit Days, these units lay the foundation for advanced levels of study.

Grade 11: International Communication – Engage

In their core studies, international communication, students learn about different world views and become familiar with international affairs, international diplomacy, and the foundations of logical reasoning. Students practice hands-on application of skills through forums and simulations such as town-hall deliberations, panel debates, Model United Nations, and the Davos Economic Forum. They develop advanced proficiencies and an awareness of where they most wish to effect change, thus preparing them for grade 12.

In grade 11, students begin studies in their chosen extension subject, either Translation Skills or Conflict Management and Resolution. Both subjects develop students' abilities to problem-solve and engage with complex texts and situations. The foundations of the extension subjects are laid in grade 11 in order to prepare students for the advanced level projects carried out in their final year.

Grade 12: International Communication – Inspire

In grade 12, across all three subjects, students work in teams, applying mediation skills to detect problems and resolve issues. Students design projects that further concepts of inclusion that result in positive impact in their school environment, communities, and other circles of influence.

While developing and implementing their projects, students build skills of communicative competence, creative problem solving, and practice advanced use of inquiry. In formulating their personal perspectives as well as appreciating alternatives, they gain a wider understanding of the constantly changing world and their responsibility within it.

Allotment of Hours

Level	Core Component	Extension Course	
Grade 10	90 hours ● Unit 1 – Diplomacy and Interpersonal Communication (18 hours) ● Unit 2 – Intercultural Communication (18 hours) ● Unit 3 – Media and Visual Literacy (36 hours) ● Unit 4 – Storytelling and Public Narrative (18 hours)	NA	
		Conflict Management and Resolution	Translation Skills
Grade 11	110 hours ● Unit 1 – Going Global (30 hours) ● Unit 2 – International Diplomacy (80 hours)	67 hours ● Unit 1 – Conflict: Who, What, Where, and Why? (10 hours) ● Unit 2 – Conflicts Between Myself, My Family, and My Friends (12 hours) ● Unit 3 – Conflicts Within & Between Groups (20 hours) ● Unit 4 – Intra-national & International Conflicts (25 hours)	67 hours ● Unit 1 – Introduction to translation (5 hours) ● Unit 2 – Translation constraints: linguistic constraints (12 hours) ● Unit 3 – Translation constraints: cultural differences (13 hours) ● Unit 4 – Types of voids and relevant techniques for translation (10 hours) ● Unit 5 – Shifts in translation (10 hours) ● Unit 6 – Text typology (15 hours)
Grade 12	115 hours ● Unit 1 – Leadership Styles and Models (46 hours) ● Unit 2 – Project Design and Management (46 hours) ● Review, Exam Preparation, Matkonet (23 hours)	68 hours ● Unit 5 – Conflict Transformation (18 hours) ● Unit 6 – Performance-based Project (50 hours)	68 hours ● Unit 7 – Translating literary texts (8 hours) ● Unit 8 – Differences in grammar between English and L1 (15 hours) ● Unit 9 – Lexicon and semantics (10 hours) ● Unit 10 – Pragmatics and culture (10 hours) ● Unit 11 – Comparing translations (10 hours) ● Unit 12 – Editing translation (15 hours)
Total 450 Hours	315 Core Hours	135 Extension Hours	

Teaching Methods

Active Learning

Strategies that promote active learning are defined as "instructional activities involving students in doing things and thinking about what they are doing" (Bonwell and Eison, 1991). This approach allows students to apply their learning of content as well as develop high-order thinking skills. The model adheres to two principles: first, all lesson plans utilize active learning methods in that there are no frontal or lecture-style lessons, secondly there are no conventional exams, rather students are assessed with products or tasks that demonstrate mastery of skills taught. Products may include playing a role in a group simulation, delivering a presentation or speech, debate, writing news reports, presenting a poster at a conference and more.

Meaningful Learning

Meaningful Learning combines emotional, social and cognitive learning experiences. It is based on three mutually existing components: value for student and society, student and teacher involvement and relevance to the student. (Israeli Ministry of Education, 2013). In studies conducted to evaluate student engagement, the following elements were deemed essential: 1) Interaction, 2) Exploration, 3) Relevancy, 4) Multimedia, 5) Instruction; and 6) Authentic Assessment (Taylor & Parsons, 2011). Moreover, while learning must be student-centered to engage students, it must also engage teachers. Therefore, 21st century learning includes new roles for students and new roles for teachers:

Students are able to…	▪ learn to learn using metacognition, getting feedback and taking action, ▪ connect through meaningful relationships, ▪ address their aspirations;
Teachers become…	▪ activators ▪ culture builders ▪ collaborators

Figure X (Fullan, Quinn & McEachen, 2018)

The content areas, texts, and activities across the Diplomacy curriculum were selected with these roles in mind. The materials developed or adapted for the Diplomacy major aim at engendering diverse responses and awakening the motivation to further explore individual perceptions and ideas. This allows students from diverse backgrounds and proficiency levels to set goals for themselves. At the same time, the teacher activates students, building engagement and creating respectful group dynamics.

Interactive Teaching Strategies

Through intensive in-service training, Diplomacy educators have shifted their entire classroom pedagogy. Whereas before teachers stood in front of a classroom of students conveying and testing subject matter, now they take on new roles as activators, culture builders, and collaborators. Diplomacy utilizes a wealth of interactive instructional strategies for student-centered learning, among which include the following:

3-2-1	Gallery Walk
Annotating and Paraphrasing Sources	Socratic Seminar
Big Paper: Building a Silent Conversation	SPAR (Spontaneous Argumentation)
Concentric Circles	Think, Pair, Share
Fishbowl	Town Hall Circle

Teaching Methods for Translation Skills

Further building on the core concept that learning is enhanced when knowledge is activated, the teaching methods utilized for the Translation Skills extension integrates the recent advances made in technology and tools regularly used by professionals in the field, as well as considerations for evolution in how society connects and communicates in the modern global community. Due to technical aspects of the profession, additional teaching methodologies are outlined for the Translation Skills extension.

Some subjects are content specific and special lessons are devoted to them, while others are taught as background subjects which are essential tools for the study of translation. For example, language structure on various levels (phonology, morphology, syntax, etc.), differences in the gridding of semantic fields, constraints influencing the translation, the level of translatability, etc. The latter are not separate subjects but follow the entire learning process.

Information and Communications Technology (ICT)

Schools utilize a diverse set of tools to communicate, create, disseminate, store, and manage learning (Blurton, C. 2000). The Diplomacy curriculum is no different, as this realistically reflects today's world. When teachers use an ICT approach, it can lead to more creativity and individualized options for students to express their understandings, and leave the students better prepared to deal with ongoing technological change in society and in the workplace (Goodwin, K. 2012).

Each learning activity and corresponding rubric has clear-set learning objectives targeting content and language acquisition. Thus, teachers have the flexibility to adapt activities to suit their individual school contexts and are supplied with rubric supplements for online adaptation of lesson tasks. All tasks take into account the target language use domain and authenticity of lesson content. As such, many tasks incorporate interacting and utilizing technology in ways that students will likely encounter in their further studies, professional or personal life.

Assessment Methods

Formative Assessment

Formative assessment is an integral part of Diplomacy studies and provides ongoing evaluation of student learning and mastery of material. With formative assessment, the teaching-learning culture feeds and drives a process of evaluation that provides evidence about students' thinking, knowledge, and abilities (Birenbaum, 1997). Student products reflect the gradual increase in challenge and sophistication of the curriculum. In many cases, students present their work to an audience whether it be their peers or in a public setting. Collaborative tasks and activities with other schools on national Summit Days further increase the students' abilities to present important aspects of themselves to others and connect to alternative perspectives with depth and meaning.

Student products evidence learning and achievement of Diplomacy curriculum goals. Through completion and presentation of these products, students are empowered to move from accessing and analyzing information to become agents of change. Products are complemented with detailed assessment rubrics aligned to relevant illustrative descriptors from the CEFR. In particular, these rubrics focus on the extended illustrative scales from the 2018 Companion Volume to include aspects of mediation, mediating text, concepts, and communication. Thus, teachers are informed of students' learning both in terms of content and language development. This authentic form of assessment provides students with a meaningful marker as to their progress and skill levels.

Reflection Journals and Group Activity Debriefs

A core principle of the program, students engage in higher order thinking not only through content tasks, but also in terms of reflecting on their own learning. Students are regularly involved in self-assessment of their learning through both individual and group activities such as reflection journals and debrief sessions. Similarly, the CEFR promotes learners' language awareness by encouraging self-reflection and has developed self-assessment grids to support this. Students are encouraged to use the self-assessment grids when reflecting on classroom learning activities.

Teachers' Competences in Relation to Second Language Acquisition

Teachers of the Diplomacy major are highly-skilled language teachers as well as knowledgeable in related subject areas. In addition to these qualifications, teachers also hold the following competences in relation to the CEFR:

- Can identify linguistic / communicative errors that are not appropriate for the level
- Can refer to the CEFR to define language targets
- Can use the CEFR to assess students' level and guide student use of self-assessment grids

Summative Assessment

The Diplomacy major culminates with two areas of assessment. All students sit the matriculation exam for the international communication core component. In addition, within each extension, students complete internally assessed summative tasks. Like all product rubrics within the major, assessments of these final tasks are aligned with the CEFR (appendix E).

Conflict Management and Resolution

Students of the Conflict Management and Resolution extension complete a group performance-based task and are assessed internally on three components.

A. Research-based paper – the group researches the topic synthesizing information from various resources and plans an appropriate research method for the project. The components of the research paper are similar to those learners will encounter in advanced levels of study.

B. Project – students identify a problem and conceive possible solutions. As a group, they decide on a plan of action to implement their solution. Collaboratively, they work together managing tasks and meeting deadlines.

C. Presentation – groups present their projects from conception to final outcomes to their class, analyzing the process as a whole and evaluating the results.

Translation Skills

The summative assessment for the Translation Skills extension consists of two parts and is internally assessed.

A. Project portfolio – the portfolio documents the process the student has undergone over the course of two years' study. It contains the Hebrew/Arabic and English translations of different genres and mediums, analysis and discussion of translation editing and comparison of translated texts, using professional jargon and terminology.

B. Final project – each student chooses a text for translation in the medium of their choice. The task includes an analysis of salient features of the text, presenting the main idea, translation of the text, analysis of 5-10 aspects of the translation process or translation issues, followed by reflection and insights reached on completion of the project. Students are recommended to choose subjects that are relevant and enriching as well as challenging.

Appendices

A. [EAQUALS Core Inventory](#)

B. [Vocabulary Band](#)

C. [Product Rubrics 10th Grade International Communication](#)

   [Product Rubrics 11th Grade International Communication](#)

   [Product Rubrics 12th Grade International Communication](#)

D. [Summative Assessment Rubrics Translation](#)

   [Summative Assessment Rubrics Conflict Management & Resolution](#)

E. [International Communication Matriculation Exam Sample](#)

F. [Matriculation Exam Task Specifications](#)