



**inter-community
school zurich**

EST. 1960

¡Buenos días!

Guten Morgen

HELLO!

CIAO!

BONJOUR!

benvenuto!

Language
acquisition

The Inter-Community School is committed to providing a supportive and enabling learning environment in which all members of the community are challenged to achieve their individual potential, encouraged to pursue their passions, and expected to fulfil their responsibilities.





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Language Acquisition Competition

reflects 60 Years of Languages at ICS

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An exciting and challenging competition open to all Language Acquisition students studying French, Spanish or German at ICS took place again this year.

ICS Language Acquisition students submitted their competition entries based on their learning or social experience at ICS and their submissions made use of the vocabulary and grammar that they have learnt so far in their language lessons. The three categories for this year's competition - Memes, Videos and Art - represented the students' Emergent, Capable and Proficient language learning phases.

Positive Message Memes

In the Meme competition, students created memes in German, French or Spanish using an online platform for the different categories they could enter based on their language level. For example, students at the emergent levels phase 1 and 2 were expected to use the present tense to describe their ICS learning experience, while capable level students could use present and future tenses and proficient students used past, present and future tenses.

In creating positive messages that focused on their learning at ICS, students were allowed to use vintage pictures, photos or other images and were limited to a maximum of 2 meme entries per student.

Videos Mirror Language Learning

As an alternative to participating in the meme competition, Language Acquisition students were also invited to create a skit and follow up with a one-video-per-entry about their ICS learning experience in the language they study.

Students were encouraged to reference ICS Core Principles in their videos. They spoke about what they appreciate at ICS, describing their favourite learning activity in the language they study and how, as a language learner at ICS, they can fulfil their responsibilities, pursue their passion and achieve their potential. The students' creativity shone through as they



incorporated Academic Honesty requirements for the language in their work, including responsible and appropriate use of translators in classes. They also created songs in multiple languages about their classroom experiences.

Adding costumes and props to enhance the quality of their videos was an additional recommendation from their teachers, but by no means a requirement. Another interesting topic for the videos was for students to project what the future holds for ICS or what they believe the school might look like in 10 years' time.

Emergent 1 students created a video with a minimum length requirement of 30 seconds and maximum of 60 seconds, while Emergent 2 students' video time was extended to between 1-2 minutes for their videos. With a minimum of 2 minutes in length, Capable level students were asked to create a video about their most memorable learning experience at ICS, what effect it had on their lives and comment about what they appreciate most about our school community, and proficient level students (Phase 5/6) produced an original song or poetry about ICS in their native language.

All the students' entries were judged by a range of criteria including video length; fluency - the conversation flowed at a natural, comfortable pace and nothing seemed 'forced' or mechanical; correct and understandable pronunciation; complexity and difficulty –students attempted to use advanced structures appropriate to their language level; the accurate use of age and level appropriate vocabulary, with the use of idioms as a bonus; and finally, overall impression, meaning that the submitted video was both interesting to listen to and entertaining.

Multilingual Language Acquisition Art

For those Language Acquisition students who chose to participate in the Language Acquisition Art Competition, the overriding question was "What does it mean to be part of the multilingual ICS community?"

Students were asked to create an original piece of poster art which centred around the theme of 'The multilingual ICS Community' and what being part of this community means to them. Their artwork could focus on any topic related to the study of languages and multilingualism at

ICS, accompanied by a narrative in their native tongue or in the language they study, and could be based on the ICS vintage pictures.

All the students' posters were their own, specifically original artwork, and could include illustrations, images, or quotations. The posters could be graphic designs, digital illustrations, or photographs and the use of copyrighted images, figures, or wording was not permitted.

The students' pieces were judged based on their creativity, cultural relevance, originality, and overall appealing effect. ICS Art teachers were available to support the students with their designs, but this was not a requirement to enter the competition.

In late February, this year's Language Acquisition Competition winners were announced and each of the students received a prize. We commend all the students who participated in this year's Language Acquisition Competition and recognise their engagement, creativity and dedication with a sincere "well done".

Winners in Every Category

After the submission process, 5 entries from each category were pre-selected by the Language Acquisition Department. They forwarded their selection to a group of ICS Alumni, who were asked to vote for the 1st, 2nd and 3rd place winners in each category.





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ICS is fully accredited by the Council of International Schools (CIS) as well as the New England Association of Schools and Colleges (NEASC).

