



IB Diploma Programme

Language Policy

II Liceum Ogólnokształcące im. Tadeusza Kościuszki w Kaliszu

IB WORLD SCHOOL 049645



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Introduction

II Liceum Ogólnokształcące im. Tadeusza Kościuszki provides a rigorous academic programme carefully crafted to equip every student with the skills and knowledge needed for success beyond the school years. Our curriculum integrates real-world experiences into the learning environment, fostering the growth of students into proactive and open-minded global citizens.

Purpose and philosophy

This Language Policy outlines the principles and guidelines for language usage and instruction at II Liceum im. Tadeusza Kościuszki, with the aim of promoting effective communication, fostering a multicultural environment, and supporting the academic and social development of our students. We believe in nurturing a community of learners who are proficient in multiple languages, and respect and value linguistic diversity. Our approach is inclusive, so we support students in their mother tongue while encouraging them to acquire proficiency in additional languages.

The language philosophy of II liceum Ogólnokształcące im. Tadeusza Kościuszki highlights the following:

- Language is fundamental to learning and acquiring language is a continuous, life-long process that plays a crucial role in intellectual and personal development.
- All teachers are language teachers and are responsible for facilitating students' understanding of the power of communication in both spoken and written forms.
- Language reflects culture and is essential to the formation of students' identity.
- The teaching and learning process must consider the specific linguistic needs of students.
- Linguistic skills foster international mindedness by enabling a multicultural perspective.
- Through mastery of language students acquire competencies in other academic areas.
- Language learning should be integrated into all facets of the school community.

The staff at II Liceum Ogólnokształcące im Tadeusza Kościuszki aim to implement the following practices:

- Emphasize the importance of language learning, including the mother tongue, host country language, and additional languages.
- Emphasize the role of all subject teachers in language development of the students.
- Employ qualified staff for effective programme implementation.

- Tailor collaborative planning and reflection to cater to diverse student learning needs and styles.
- Use teaching methods which address the language needs of students, including the students learning languages other than their mother tongue.
- Help students to develop and apply language skills across various contexts and purposes.
- Promote understanding, analysis, and appreciation of literature.
- Help students to acquire subject-specific vocabulary and terms.
- Support teachers in their professional development related to meeting the linguistic needs of students.
- Encourage students to use language as a tool for understanding diverse cultural perspectives.
- Equip the library and media centre with high quality materials to support language learning.
- Ensure the access to information on global issues and diverse perspectives.
- Use community resources and expertise to strengthen the learning outcomes.

IB Learner Profile and language learning

We want our students to explore and appreciate the richness of languages. In language learning and teaching, we promote curiosity, empathy, understanding, and respect for people from different linguistic and cultural backgrounds. We would like our students to be risk-takers and step out of their comfort zones to learn new languages and engage with new cultures.

We believe that language learning is not only about acquiring linguistic skills but also about developing and strengthening the attitudes and values that reflect the principles of the **IB Learner Profile** outlined below.

- Inquirers - they develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.
- Knowledgeable - they explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- Thinkers - they exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- Communicators - they understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- Principled - they act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

- Open-minded - they understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
- Caring - they show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- Risk-takers - they approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- Balanced - they understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- Reflective - they give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support.

The community of II Liceum im. Tadeusza Kościuszki provides inclusive and equitable access to the National Curriculum and IB Diploma Programme for all learners, including those studying in a foreign language. To strengthen the inclusive nature of our programmes, we encourage teachers to be sensitive to the cultural background of the students and to incorporate international perspectives and multicultural content in their lessons. We also provide professional development for teachers and staff on best practices for teaching and supporting students who are learning in a language other than their mother tongue.

Languages offered in the National Curriculum

Polish, English, German, Spanish, Italian, French.

Languages offered in IB Diploma Programme

Currently, II Liceum Ogólnokształcące im. Tadeusza Kościuszki offers the following Group 1 and 2 subjects:

- Polish A: Literature (standard and higher level). Polish citizens in the IB Diploma Programme must study Polish A: Literature. In response to emerging needs, II Liceum Ogólnokształcące im. Tadeusza Kościuszki is also prepared to facilitate students in enrolling for Language A: Literature School Supported Self-Taught at standard level.
- Language B: English (standard level and higher level)
- Spanish ab initio (standard level).

Introducing an additional foreign language is highly beneficial. It enables students to effectively use the language for practical communication and offers insights into the cultures

of the language-speaking communities. Students can develop positive attitudes towards speakers of other languages, and they learn to appreciate cultural differences.

In our language programs, we place a strong emphasis on developing a range of key skills: listening, speaking, reading, presenting, and writing. These skills are honed through engagement with a wide range of content, formats, and linguistic styles. The teachers use a variety of authentic materials, encompassing both scholarly texts and practical, real-world resources. To improve our teaching methods and accurately assess student progress, we employ both formative and summative assessment tasks.

Mother tongue support

We recognize the importance of developing a student's mother-tongue in promoting personal identity, cultural heritage, and overall learning. To support the development of mother tongue:

- we offer Polish A: Literature classes as part of the curriculum. These classes focus on literature, culture, and advanced language skills to ensure students continue to develop proficiency in their native language. Polish is available at both higher level (HL) and standard level (SL). Students enrolled in Polish A: Literature course will receive 4 hours of instruction per week at the standard level, and 6 hours per week at the higher level.
- we facilitate after-school language clubs, e.g., the Debate Club where students practise and improve their language skills.
- we invite native language speakers e.g., writers, journalists, and academics as guest speakers. During the meetings and conferences, they share their experiences, cultural knowledge, and language skills with the students.
- we stock the school library with books, magazines, and digital resources in the current native languages of the student population.
- we host Language Days celebrating the languages spoken by students.
- we encourage teachers to incorporate foreign students' native languages in lessons, where appropriate, e.g., in multilingual projects, presentations, or research assignments.

For students whose mother tongue is not Polish, the school organizes additional Polish language classes run by experienced teachers. Subject teachers are informed about the student's native language, and they are encouraged to tailor their lesson plans and incorporate differentiated instruction strategies that respect and celebrate multicultural diversity. A dedicated Language A tutor will be appointed to guide and mentor self-taught candidates, focusing on essay and commentary writing techniques. The tutor will provide guidance and support until the student fully adapts to the new environment. This support may continue, based on the unique needs of each student. The coordinator, along with the Language A Literature teacher, will explore strategies to integrate non-Polish speakers into

the programme effectively. This includes providing access to translated literature and organizing targeted support sessions throughout the two-year course. Additionally, the teacher will engage these students in world literature discussions, a crucial component of the Language A Literature classes. This approach will not only enrich the students' literary experience but also strengthen their linguistic skills in a global context.

We also recognize the importance of external support, so families are encouraged to secure a tutor for additional mother tongue assistance. The school can assist in this process if needed. The DP coordinator plays a pivotal role in this regard, offering comprehensive guidance to both tutors and students. This guidance and support include:

- distributing essential materials such as the "School supported self-taught language A: Literature student guide" (Published February 2019 Updated May 2021).
- advising students on course selection in compliance with IB standards.
- ensuring pre-course access to selected literary works.
- clarifying the course structure, exam formats, and their relevance to the curriculum.
- monitoring the student's regular engagement with the approved literary works.
- providing access to the documentation in the programme resource centre for the student and the tutor.
- ensuring that all deadlines are met.
- offering formal literacy training, including guidance on essential skills like essay writing and commentary.

Language of instruction

English and Polish are languages of instruction at our school. In the pre-IB, bilingual grades, the students receive 6 English classes per week. To facilitate the development of linguistic skills, language classes are conducted in small groups. In the IB DP the language of instruction is English, except for Language A classes, where Polish is used, and Language B classes, where instruction is provided in the respective target language. This approach ensures a comprehensive and immersive language learning experience for our students. Additionally, In the pre-IB DP grades the teaching of Mathematics, Biology, Geography and History is bilingual (English and Polish).

Content and Language Integrated Learning (CLIL).

Integrating language learning into various subjects is a vital aspect of our school's approach to holistic education. Therefore, we want to highlight the idea that every subject teacher is also a language teacher. We encourage subject teachers to use CLIL methods and strategies in their courses, to support the development of English as the language of instruction. Teachers may use the following strategies:

- regularly introduce and review subject-specific vocabulary in English, e.g., chemical nomenclature in both Polish and English or emphasize the international nature of scientific communication.
- guide students in recognizing essential grammatical structures that will help them to communicate ideas.
- use real-world problems from English-speaking countries to make a subject more relatable.
- encourage students to engage in peer-teaching during which they use the language of instruction.
- provide regular language reflection sessions after a teaching unit. Students will reflect on what they learned in English, focusing on both content and language development.

Communication outside the classroom

In the IB DP programme in our school, English is the working language. This means all written and oral communication between teachers and students is conducted in English. We strongly encourage our students to use English for personal development beyond the classroom. Nonetheless, as a Polish school with a predominantly Polish student body, we understand the necessity of using Polish in certain contexts. Hence, communication with parents and students may occasionally be in Polish, especially for specific documents intended for universities, parents, the Head of School, the Polish Board of Education, the City Council, the Department of Education, and the Ministry of Education.

Student engagement

The importance of student engagement and responsibility for their own learning is particularly vital in the context of language development. Language learning is personal and interactive, so active participation from students cannot be overlooked. When students are engaged, they are more likely to develop a deeper understanding of the linguistic nuances, cultural contexts, and practical applications of the language they are studying. This engagement is not only about classroom activities but also encompasses a broader student responsibility in immersing themselves in the language outside of formal education settings. Therefore, we strongly encourage our students to:

- engage with native speakers, e.g., through language exchange programs.
- actively use print and digital materials in the target language to have additional practice in reading, writing, speaking, and listening.
- use language learning apps and online resources to reinforce classroom learning.
- attending cultural festivals, exhibitions, or workshops related to the language being learned to deepen understanding of the cultural contexts of the language.
- participate in discussions or debates in the target language.

The role of the school library in supporting language development

At II Liceum Ogólnokształcące im. Tadeusza Kościuszki, our library is more than a place to borrow books. It is a dynamic hub where students and teachers can find a wealth of resources supporting educational programs both in the National Curriculum and in IB DP. The library also serves as a multimedia centre where students can explore their personal interests and effectively use information technology. We provide students with an extensive selection of literature from renowned Polish, English, American, and international authors.

To fulfil these roles effectively, the library at II Liceum Ogólnokształcące im. Tadeusza Kościuszki does the following:

- subscribe to foreign language newspapers and magazines, both in print and digital formats, tailored to the needs of our language teachers and subject teachers.
- provide resources for CLIL (Content and Language Integrated Learning).
- provide guidance on researching and locating information and materials for classroom use.
- collaborate with teachers to select and purchase relevant coursebooks and teaching materials.
- expand the library collection to include materials and works of literature in foreign languages and, when needed, add a selection of resources to support self-taught Language A: Literature students.
- collect, organize, and lend teaching materials developed by our teachers.

The role of parents

Involving parents in planning their children's language profile and development is of great value and it helps to establish a collaborative relationship between the school and families. We schedule meetings where teachers and parents can discuss the student's overall progress and language development. These formal meetings are organized twice per semester. Parents are also provided with reports and other communication materials in English, Polish and other languages if necessary. This ensures that all parents have access to important information in a language they are comfortable with.

Inclusive practices

Inclusive practices for language learners, both native and foreign, involve creating a learning environment that acknowledges and supports the diverse linguistic backgrounds of students. We want to ensure that all our students, regardless of their first language, have equal access to learning opportunities. Therefore, while planning their lessons teachers may do the following:

- incorporate texts and materials that reflect the diverse cultures and backgrounds of the students in the classroom.

- engage students in activities that enhance their language skills and expose them to a variety of linguistic styles.
- include cultural references and content from the students' home countries to make learning more relevant and engaging.
- use language learning apps and software that can be customized to the individual needs of students, offering additional practice and support.
- use techniques like slower speech, visual aids, and hands-on activities to make content understandable to students who are not proficient in the language of instruction.
- pair foreign language learners with more proficient peers for collaborative tasks, fostering peer support and language practice.

The school language policy is linked to other school documents:

- Assessment Policy
- Inclusion Policy

The school language policy is based on the following IB document:

- “Guidelines for developing a school language policy” (published April 2008)

Language Policy Review

This Language Policy will be reviewed by IB Staff and the school leadership regularly. The policy is communicated to the school community through the school website and during parent meetings. A copy of the policy is also available in the school library.

It is the responsibility of the IB Diploma Programme Coordinator to ensure the success of the Language Policy review.

Last review: November 2023

