

BISC policy on Language

1. Philosophy and principles

Since language is a means of communication and it is crucial to the educational process, the primary purpose of this document is to outline the objectives for language teaching and learning and also the practices adopted by the school to achieve and evaluate these objectives. With regard to student language development, the following goals should be pursued:

- Students are able to communicate effectively in more than one language.
- Equal importance is placed on the development of mother tongue and a chosen foreign language or languages.
- Students develop receptive, productive and interactive language skills concurrently.
- Students are able to use language for a variety of purposes and in a variety of contexts.
- Students develop their understanding of literature and appreciation for it.
- Students are able to use the language to explore different concepts, perspectives and build intercultural understanding.

2. Use of Language

Offering bilingual education to students of various nationalities, BISC facilitates and appreciates students' engagement in foreign languages learning as a means of enhancing intercultural communication as well as a means of acquiring knowledge. In addition to their mother tongue, Polish students study English as the main language of instruction at the school, and also a second foreign language which they may choose from among the following ones: Spanish, German and French. Non-Polish students may attend Polish lessons with the aim of acquiring basic knowledge and skills to be able to communicate in their host country language.

English lessons are taught by native speakers whose major task is to develop students' skills – receptive, productive and interactive with emphasis on presentation skills and academic writing skills. The students are exposed to a number of accents and ways of conveying knowledge since English native speakers come from all over the world. In this manner the importance of language learning and international mindedness are promoted at the school.

3. Language of Instruction

For IB Diploma Programme classes the language of instruction and learning is English for all subjects except Polish A: Literature – where the language of instruction is Polish – and subjects from the group Language acquisition – if other than English.

4. Language development

According to the IB principles, all teachers are equally responsible for the language development of students. The latter must be provided with the opportunity to develop all language skills concurrently and expand their vocabulary and grammar structures range not only in foreign language classes. Therefore, each teacher should bear in mind that they all equally contribute to the language development of their students and should plan the teaching in such a way that addresses both subject content and use of the language.

It must be highlighted that language competence will serve not only as a means of further academic study, but also as a means of international, intercultural communication in the future life that the school is preparing its students for. With this in mind, collaborative planning takes place on an ongoing basis to reflect on all students' progress and plan for their individual learning needs. We may not diminish the fact that the responsibility for language development lies also with the students themselves and they are expected to utilize their language learning experiences to the best of their abilities.

DP Language courses offered at BISC

- **Group 1**
 - **Language A: English A Language and Literature** offered at SL and HL
 - **Language A: Polish A Literature** offered at SL and HL
 - Students of foreign backgrounds will be enabled to register for **school-supported self-taught (SSST) Language A** at SL (their mother tongue). In such case the school will provide the student with a **generic SSST supervisor** who is a Language A teacher at the school. The supervisor will meet the student on a regular basis to explain and make sure the student understands the assessment components and the respective assessment criteria fully.
 - If necessary, the school will aid the student in finding a tutor. The tutor may be any adult who is proficient in the language A studied by an SSST student as long as they are properly informed and supported to do so by the SSST supervisor. Therefore, close collaboration between the supervisor and the tutor is highly recommended. If there are any fees required by the tutor, it is the responsibility of the students' parents to pay them.
 - The SSST student will receive about 100 hours of support from both the generic SSST supervisor and tutor. The distribution of hours will be decided on between the supervisor and the tutor.
- **Group 2**
 - **Language B: English B** offered at SL and HL
 - **Language B: French B** offered at SL(Ab initio), SL and HL
 - **Language B: German B** offered at SL(Ab initio), SL and HL
 - **Language B: Spanish B** offered at SL(Ab initio), SL and HL

5. Learning of Polish

Polish A Literature may be studied by students of foreign backgrounds provided that their language skills are good enough to understand, analyse and interpret literature and produce written assignments. Otherwise, students may be offered additional lessons of the Polish language in order to improve their skills to such a level at which studying

Polish as DP Group 1 subject is possible and doesn't impose unnecessary burden on them.

6. Learning of Mother Tongue

It is expected that every student takes a compulsory first language (Language A) course in their most competent language, which is normally the language students have been exposed to since birth. For the majority of students it is either Polish or English. Therefore, it is Polish A Literature and English A: Language and Literature that are offered to students as Group 1 subject. Students may choose between Standard Level (SL) and Higher Level (HL) and the number of classes taught for this subject a week is 4 for SL and 6 for HL. In this way the school ensures that students' mother tongue is developed by the teacher(s) of the subject.

A student may study a different Language A at Standard Level registering for Language A: Literature as a school-supported self-taught course. In such case students shall study under the guidance of an external tutor and supervision of the school SSST supervisor.

7. References

- *Programme standards and practices* (Published January 2014; Updated March 2016)
- *Guidelines for developing a school language policy* (Published April 2008)
- *Guidelines for school self-reflection on its language policy* (Published 2012)
- *Learning in a language other than mother tongue in IB programmes* (Published April 2008)
- *Towards a continuum of international education* (Published September 2008)
- *IB learner profile booklet*