

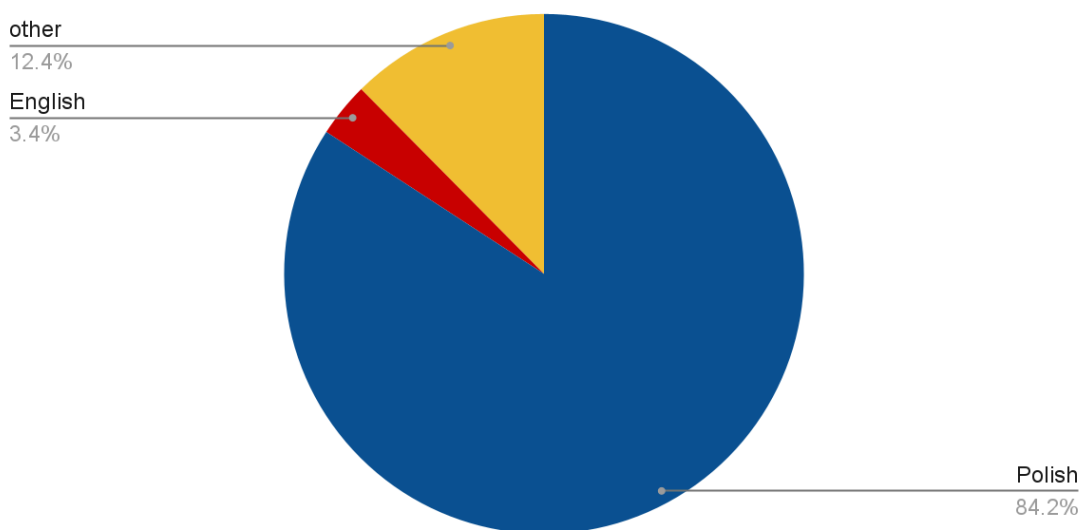
## INTERNATIONAL SCHOOL OF POZNAN LANGUAGE POLICY

### §1 ISOP LANGUAGE PHILOSOPHY

The acquisition of language is a dynamic process that permeates all learning and is fundamental in facilitating inquiry. As language is the key to all learning, every teacher at ISOP is a language teacher. The learning process simultaneously involves learning a language, learning about the language and learning through the language. These aspects, operating together in a relevant context, provide the most supportive learning environment for language learners.

### §2 SCHOOL LANGUAGE PROFILE

Languages indicated as spoken first languages during the admissions process:



Many of our students have more than one nationality. In addition, they are often multilingual and have a variety of language experiences at school and at home. At ISOP we strive to create a language friendly environment, where all cultural identities and languages are valued.

The language of instruction and the primary language of communication in the school is English.

All students are required, in accordance with the law, to study Polish.

### **§3 LANGUAGE OF INSTRUCTION AND ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

As English is the medium of instruction at ISOP, it receives maximum emphasis. One of its primary functions is to enable speakers to share their ideas and culture with others. Therefore, it is necessary for the students to be proficient in English in order to be able to obtain maximum benefit from the curriculum. English language proficiency of all new students who apply for admission to grade 2 and up is assessed prior to entry. Recommendations are made regarding placement in appropriate programs.

#### **Primary School - PYP and Middle School**

For students admitted to ISOP PYP or Middle School for whom English is not their native language or whose knowledge of the language is not good enough to follow the curriculum, extra EAL instruction is provided within the school's capacity. It is our aim to enable the students to use the language confidently and effectively as a means of communication within the social, cultural and academic life of the school.

EAL programme is organized for students who, at their start at ISOP in the PYP or Middle School section, have limited competence in English and experience difficulties in coping with mainstream lessons. Students, on their side, are expected to show maximum effort to acquire a sufficient level of skills in English. In this endeavor, parents should support their children in close cooperation with EAL teachers. EAL is offered at the beginner level 2-3 times a week during core scheduled lessons. Students are encouraged to use the language of instruction whenever possible. If they find it difficult to express in the language of instruction, they may use other language/s they speak. Teachers are required to use English as the language of instruction. They are expected to recognize the potential problems their students might face as EAL learners and take appropriate steps to help overcome the difficulties.

#### **High School**

Students who apply to ISOP High School and whose knowledge of the English language is not good enough to follow the curriculum, may seek admission to High School Entry Class (Class HS0). It is a one-year course designed to improve students' language skills in English and to prepare students for the smooth transition to ISOP High School programme with the majority of subjects conducted in English.

## **§4 POLISH AS AN ADDITIONAL LANGUAGE (PAL)**

All students are required to learn Polish in accordance with Polish law. Non-native Polish speakers learn Polish as an additional language. Depending on the grade level, PAL classes are provided 2-5 times a week.

Non-native Polish speakers have the opportunity to integrate into the native Polish stream, contingent upon demonstrating fundamental communication proficiency in Polish. The process of transitioning between groups is overseen by the program coordinator.

## **§5 MOTHER TONGUE**

### **Mother Tongue Use**

While English serves as the primary language of instruction at ISOP, students are allowed to communicate in any language they feel comfortable with. However, they are expected to do so with due respect to others, avoiding exclusionary practices in communication.

We strongly encourage all ISOP students to use English as a means of communication outside of classrooms. No mother tongue may be used to express disrespect to/of other students.

### **Mother Tongue Support**

Maintaining and developing the first language is a crucial aspect of ISOP's school language policy. We urge parents to actively support their children in achieving fluency in their mother tongue, essential for preserving cultural identity and promoting emotional stability. Fostering language and literacy skills in the mother tongue aids in learning other languages, ensures continuous cognitive development, and enhances intercultural awareness. The school encourages parental involvement in the mother tongue support program, allowing them to organize classes on school premises free of charge. These classes should be scheduled after the regular school timetable to prevent students from missing out on curriculum activities.

### **Polish as a Mother Tongue**

For the majority of the students Polish is their native language. All students with Polish nationality are taught Polish according to the national core curriculum. Classes are scheduled 4-5 times a week. As per legal requirements, all citizens of Poland are also mandated to engage in other components of the national curriculum delivered in the Polish language. This encompasses the elements of history and geography of Poland.

## §6 OTHER ADDITIONAL LANGUAGES

ISOP teachers believe that language competencies are necessary for a well-educated student and a citizen of the global village. Therefore, we also enable students to study an additional foreign language (German or Spanish), starting grade 2. The aims of learning an additional foreign language are to enable the students to use the language learnt as a means of practical communication, encourage positive attitudes towards speakers of other languages and an appreciation for other cultures. We encourage individuals who are native speakers of either German or Spanish to opt for the other language as their additional language. This choice ensures a suitable level of challenge. The additional language course is chosen for the duration of the whole education at ISOP.

## §7 LANGUAGE COURSES OFFERED IN HIGH SCHOOL

We recognize the significance of language proficiency and place an emphasis on the learning and mastery of various languages. We understand that language skills not only contribute to academic success but also enhance students' holistic development and cultural awareness. By emphasizing the importance of learning languages, we aim to provide students with comprehensive education that prepares them for a globally interconnected world.

English is the main language of instruction in all the subjects taught in High School excluding lessons of Polish, German and Spanish.

In grades HS1 and HS2 students follow the national curriculum in English; with the mandatory teaching of the syllabus content within Polish A, History of Poland and Geography of Poland, conducted in Polish, along with world History and Geography addressing global issues delivered in English.

### **Language Courses Offered in the Diploma Programme:**

Group 1 – Studies in Language and Literature: Polish A-Literature HL/SL, English A-Literature HL/SL

Group 2 – Language Acquisition: English B (HL only), German B HL/SL, Spanish B HL/SL (all courses available as a continuation)

## §8 LANGUAGE POLICY REVIEW

The policy is subject to review on a yearly basis in order to ensure it aligns with the school language profile, other school policies and all relevant documentation published by the IB and the Polish educational authorities.