



## Language Policy

### Philosophy

Language is the pathway to learning within all areas of the school curriculum. Language learning involves not only learning the language itself, but also learning *about* language and *through* language. All teachers within the school are seen as language teachers.

Attitudes, knowledge and skills are broadened as students are encouraged to use and develop their mother tongue languages, learn the language of instruction at the school, which is English, learn Swedish which is the host country language, as well as other modern foreign languages. By doing so, students gain the possibility to consider their own social and national cultures, as well as those of others. Students are encouraged to begin to view issues from multiple perspectives as language fluency develops.

Practice in listening, reading, speaking and writing are all essential for successful development of any language.

### Principles

Consistent teaching and demonstration of written, oral and visual concepts in the following areas will be incorporated to support the language development of students:

- The study of English, which is the language of instruction
- The language of the host country: Swedish
- English as an additional language
- Swedish as a additional language
- Students whose native language is different from either English or Swedish, can request language instruction in their native language
- The study of a foreign language (French, German or Spanish) from MYP 1

### Practices

#### *The Homeroom Language Program*

ISH Primary and Secondary School recognizes and supports the many facets of children's language development. The language program permeates all areas of the curriculum in the inquiry-based PYP classroom and the transdisciplinary approach of the MYP.

The staff at ISH, use interactive and interrelated methods to support and develop varying levels of language proficiency. Teachers provide differentiated, developmentally appropriate strategies and programs to assist children in their development of the English language in order to gain the skills and confidence necessary to function in the language of instruction at the school.

### *English as an Additional Language*

Students who join the school speaking little or no English will receive support from the English as an Additional Language (EAL) program. Students who have attended EAL in the past and are able to integrate into the classroom do so, and receive EAL support as needed. Within the EAL program, students work both on the structure and basics of the language, but also with unit of inquiry work in PYP and subject specific support in MYP and DP. EAL teachers collaborate with classroom teachers on units of inquiry and other classroom subjects. English B is taught as a subject in the Diploma Programme for those students who are unable to cope with either English Literature or English Language and Literature. EAL support is available to all students in the school.

### *Swedish as an Additional Language*

Non-native speakers of Swedish are encouraged to learn the language of the host country. This occurs in the Swedish as an Additional Language (SAL) program. Instruction is organized to run parallel to regular Swedish language lessons. Each grade level has approximately 3 lessons of SAL per week. With the school offering two levels of Swedish instruction, the students are given differentiated work and are expected to work towards the SAL objectives.

Swedish B is taught as a subject in the Diploma Programme for those students who are unable to cope with the course Swedish Language and Literature.

### *Native Language Instruction*

At ISH, we believe native language instruction is crucial for the development of the cultural identity of students. It enriches personal growth and stability. All students are offered native language education, which is organized by the municipality of Helsingborg. If there are at least 5 students in the Helsingborg community requiring tuition in a specific language, the education is provided. Native language education takes place after school for one to two hours per week, depending on the age of the child. The school encourages and supports native tongue instruction by making classroom space available to native language teachers. The school encourages all families to take advantage of the offer of native language lessons. Upon arriving at ISH, new families are informed about the possibility to receive native language classes and are provided with the necessary application documents.

### *Additional Support*

Teachers are aware that some parents do not have English as their native language. We make every effort to ensure that they understand classroom and school communication, and that parents feel welcome to ask questions. In some instances, translators are brought in from the community to help parents with information given from the school.

### *Special Needs*

Children with special needs are also given extra assistance with their language learning from learning support teachers. An Action Plan is completed which states the specific needs of the child and the action to be taken by the students, the parents and the teachers involved.

### *Library*

The library plays a key role and is a central part of the school language program. It is used frequently as an integral part of the curriculum, by students and teachers. The library staff is encouraged to collaborate with teaching staff to ensure that the resources and services in the library are developing in ways to match and support the language teaching across the school. Literature which reflects native languages of the student body, can be found in the library.