

INTERNATIONAL SCHOOL OF KARLSKRONA



Language Policy



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"Language diversity celebrates our unique identities and traditions. It encourages the preservation of knowledge, and fosters intercultural respect." IB World October 2019

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The IBO Mission Statement:

"The International Baccalaureate Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

International School of Karlskrona's Mission Statement

"The International School of Karlskrona will provide a learning-focused environment that stimulates creativity and innovation in a culture of collaboration and respect so that each student develops the skills and knowledge to become internationally-minded and a lifelong learner."

Our Language Beliefs

- Every child can learn.
- All languages are equal.
- Language is the foundation for all learning.
- Culture is language; language is culture.
- Mother tongue is key to our development.
- All languages in the ISK learning community are respected and promoted.
- Knowledge is transferred from one language to another—translanguaging.
- Translanguaging techniques are used in every classroom.
- Language must be taught in a transdisciplinary/interdisciplinary way.
- Language immersion is the most effective way to learn a language.
- Physical, and non-physical, environments support language development.
- Language must be taught meaningfully and in context.
- All teachers are language teachers.
- Teaching and learning experiences must take differences in learning styles, prior knowledge or experiences, skills, and developmental stages in consideration.
- Challenging yet achievable assignments support students in reaching their full potential.
- Learning of a language is developmental by nature, building constructively on what each individual student already knows.
- Language development is a shared responsibility.
- Language teaching is not owned/taught by native speakers (L1) alone.

Purpose of This Policy

This language policy applies to the whole school and is to be communicated to and understood by all faculty members, students, and parents. Teaching and learning practices at The International School of Karlskrona are based on this policy.

Philosophy and Methodology

International School of Karlskrona (ISK) seeks to offer a motivating, challenging and diverse environment where the language of instruction is English. Language learning is promoted through inquiry, allowing students to make connections with context. Inquiry-based learning experiences build on a constructivist teaching and learning approach.

By integrating a language focus into every aspect of the curriculum, we aim to provide students with the necessary tools to enhance their learning of the English language as well as other subject disciplines. As a school that serves a diverse population, the teaching, learning, and assessment processes take into account the linguistic needs of our students. Teachers differentiate learning engagements and assessments so all learners can access the curriculum.

The learning of any language is developmental by nature, building constructively on what each individual already knows. The notion that all learners learn in a unique fashion is acknowledged at ISK by utilizing IB's Language Scopes and Sequences (PYP) and Assessment Criteria (MYP) for planning, assessing, and reflecting on all teaching and learning practices. In PYP, we refrain from relying on 'grade level expectations' by using IB's Scopes and Sequences to map out each learner and set personalized goals for him/her.

ISK believes that "all teachers are language teachers". Translanguaging (see page 10) is one way to support this notion. All teachers at ISK are expected to effectively integrate EAL learners into their class through providing vocabulary lists, using graphic organizers, providing language scaffolding, using visual aids, and incorporating other effective teaching strategies. A language profile is an ethnolinguistic summary of a learner. It includes where and how current languages are acquired, how these languages are currently used in various settings (e.g. at home, when in the home country, and at school), and which languages may be needed as the learner leaves the school. Creating language profiles of all learners, supports access to the curriculum for each learner. Information is gathered through a collaborative process between faculty, students and parents or guardians. Understanding a learner's language profile is vital for proper differentiation and translanguaging. Therefore, information is passed on from one teacher to another as the learner progresses through

school and grades. Translanguaging and creating language profiles correspond to our belief of inclusion.

Language is also a foundational aspect of identity. As such, we promote all languages of the learning community, by encouraging mother tongue classes, by using translanguaging techniques in classrooms, and by promoting culture and language through events. Our small library is growing and we aim to expand it to also include a foreign language section in it.

At the time of authoring this policy, ISK’s community language profiles include English, Swedish, Danish, Icelandic, Hindi, Telugu, Chinese, Russian, Azerbaijani, German, Turkish, Spanish, Portuguese, Tamil, Bengali, Urdu, Arabic, Greek, Marathi, Latvian, and more.

Swedish culture and language are respected and promoted through Swedish literature and through embracing local celebrations and traditions such as celebrating Saint Lucy’s Day. We interact with the wider Swedish community by doing field trips in and around Karlskrona and by inviting guest speakers from the community around us.

Language Learning in the PYP

In the PYP, the medium of instruction is English. English is integrated into the units of inquiry or organized into stand-alone ELA (English Language Arts) lessons.

Swedish is taught to students in all grades from PYP 1 to PYP 6 for three 30-45 minutes long lessons each week. Swedish is taught in a transdisciplinary fashion where appropriate.

Both Swedish and English language learning are informed by IB’s *‘Primary Years Programme Language scope and sequence’*, in which separate continuums have been developed. It is acknowledged that language refers to more than reading and writing. Visual communication such as, for example, communicating through body language or images are also means of communication. Please refer to Figure 1 below.

Strand	Receptive—receiving and constructing meaning	Expressive—creating and sharing meaning
Oral language	Listening	Speaking
Visual language	Viewing	Presenting
Written language	Reading	Writing

Figure 1
Receptive and expressive aspects of language strands
 IB, *‘Primary Years Programme Language scope and sequence’*, 2009 (updated 2018)

Language Learning in the MYP

In the MYP, the language of instruction is also English. A student is required to study at least two languages. One of these must be a Language and Literature course. Learners get three hour-long Language and Literature (Language A) classes in English each week and two hour-long Language Acquisition (Language B) classes. ISK students have the opportunity to study English and Swedish Language and Literature. Language Acquisition courses are currently offered in Spanish and Swedish. As the school grows, we aim to expand our language acquisition offers.

Language Acquisition in the MYP

MYP students at ISK are given the opportunity to experience learning a second or third language. Language learning is viewed as a powerful tool for ensuring that students are exposed and sensitized to cultural diversity, are better able to understand the world in which they live, and are prepared to be compassionate global citizens. As an international school situated in Karlskrona, Sweden, ISK is strongly committed to providing students with access to Swedish language learning as well as utilizing the host country and community for language and cultural experiences. Students on a Language B level in Swedish, may choose between German and Swedish for their Language Acquisition classes. German Language Acquisition is recommended for those learners who are already fluent in Swedish.

If a Language B learner completes phase 4 - guided by the *'MYP language acquisition global proficiency table* in the IB publication *'Language acquisition guide (for use from September 2020/January 2021)* - s/he may move from Language B to Language A in that language.

Assessment for language acquisition is based on four equally weighted assessment criteria: Criterion A: Listening, Criterion B: Reading, Criterion C: Speaking, and Criterion D: Writing. All strands of all four criteria will be assessed at least twice in each year of the MYP. The IB 'Language Acquisition Guide' provides teachers with statements indicating competencies expected for each criterion and phase. Students move up one phase once they have reached the competencies of a phase in all the four criteria. Staying or changing phase is determined by assessments guided by IB's statements.

Emergent	Phase 1
	Phase 2
Capable	Phase 3
	Phase 4
Proficient	Phase 5
	Phase 6

Mother Tongue

At ISK, we believe that each student should have the opportunity to maintain and develop his or her mother tongue(s) because good language skills in the mother tongue language(s) increase self-esteem and can enhance the rate of other language learning. It can also help the student access other areas of curriculum. Students are encouraged to use their mother tongue in their homes and in their peer groups at school.

ISK's students speak over 19 different languages. In order to support and value learning of mother tongue languages, our municipality, Karlskrona Kommun, aims to place children in classes with other children who speak the same language(s). We encourage our students to partake in these mother-tongue classes. The decision to meet the costs of a mother-tongue class is always at the discretion of the Head of School and is based on the following criteria:

- The class needs a minimum of 5 students whose guardians commit to the student partaking in Mother-tongue support for at least one academic year.
- Karlskrona Kommun must be able to source a mother tongue teacher with appropriate teaching credentials and professional references, who has successfully passed a police background check.

Developing resources for mother tongue support include books in the languages of students whose parents speak another language besides English or Swedish. We recognise that we need to develop library and multimedia resources about various geographies, cultures and perspectives at all levels at ISK. We subscribe to Polyglutt services for online books in many languages and we aim to considerably expand our library in the next few years.

EAL - English as an Additional Language

Students who do not yet speak English proficiently will receive social and academic language support. English language learners are placed in English as an Additional Language (EAL) classes for two 45-minute *'push in'* or *'pull out'* lessons each week until they are ready to exit as per criteria below. EAL classes are currently taught by homeroom teachers. As we continue to grow, our goal is to hire an EAL teacher.

Format of EAL support

- Small group push-in support in the classroom (immersion)
- Individual push-in support in the classroom
- Small group pull-out support
- Individual pull-out support

EAL Support Procedure

After evaluation, students in PYP 1 through MYP 3 (and, at times, students in higher grades) with limited English language proficiency will receive EAL support. The student's guardian(s) is sent a letter when the student is enrolled in the EAL program. EAL and homeroom teachers collaborate to create an Individual Learning Plan for each student to establish goals for the

academic year and to track progress. At the end of each semester, the plan is updated to document goals achieved and to identify achievements and adjust or create new goals. Once the student has exited the program, teachers will continue to monitor the student the following semester or academic year. The EAL or homeroom teacher will inform the parent(s)/guardian(s) notifying them of any changes in the EAL support.

EAL teachers and other teachers communicate closely, providing practical assistance that is tailored to the student’s specific needs and current classroom learning.

EAL Support Entry Criteria EAL is offered on an individual, as needed, basis. Each learner’s situation is unique. The following criteria will be used to inform and determine eligibility for EAL support:	EAL Support Exit Criteria A student may be exited from EAL support at any time during the school year if two or more of the following criteria apply:
<ul style="list-style-type: none"> ● Reading - PM Benchmark: If a PYP 2 - MYP 4 learner is assessed and scores a reading proficiency of three or more grade levels below current grade level and/or if he or she cannot access any parts of the curriculum, he or she may qualify for EAL support. ● Writing - 1) A student’s writing sample, and/or 2) A Schonell spelling test, assesses the learner at a spelling age three years younger than his/her actual age. ● Aural & Oral English - Personal interview: If a homeroom teacher or other teacher deems the learner as unable to follow classroom instructions and/or interact socially due to a lack of English language proficiency. 	<ul style="list-style-type: none"> ● Teacher/s observe the student interacting verbally, socially and academically - in and outside of the classroom - competently, fluently, and with increasing accuracy ● The student produces an age appropriately comprehensive writing sample ● Recommendation from the classroom teacher in conjunction with the EAL teacher ● Reading - The student achieves a PM Benchmark reading score within an acceptable range ● The student achieves a MAP, ISA, Dibber, or other diagnostic Language Usage and Reading and Writing score that is deemed appropriate.

Swedish

Swedish language in the Primary Years Program (PYP)

In grades PYP 1 - PYP 6, Swedish is taught in two groups: One for proficient speakers ('Swedish Language and Literature' or 'Swedish A') and one for beginners or intermediate speakers ('Swedish Language Acquisition' or 'Swedish B').

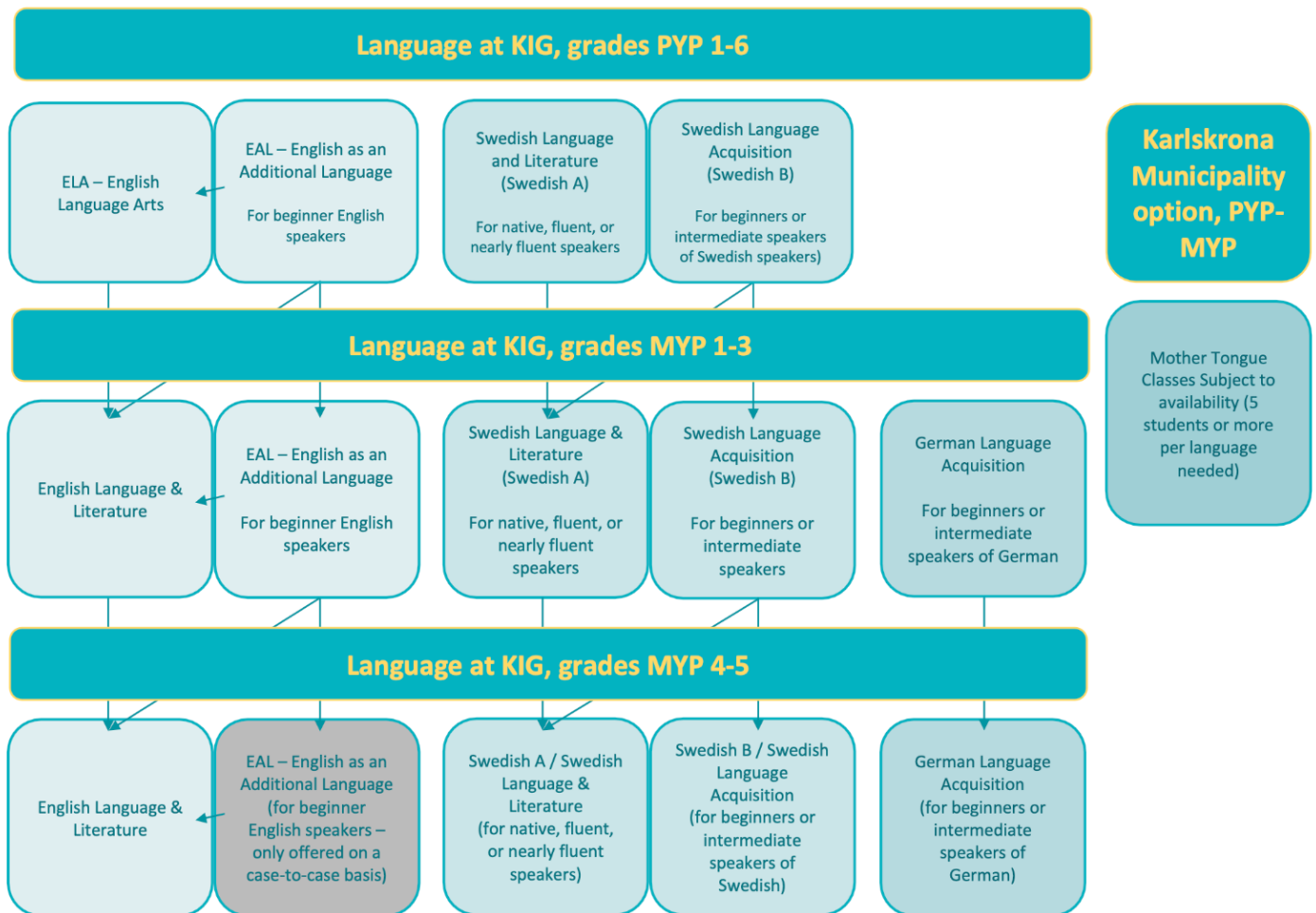
Swedish Language and Literature / Swedish A in the MYP 1 - 4

Language A is offered to native, fluent, or near fluent Swedish speakers. Normally this is the language to which the student has been exposed from an early age or an extended period. Students will study a variety of texts, including literature and demonstrate analytical skills in writing and speaking.

Swedish and Spanish Language Acquisition / Language B in the MYP 1 - 5

Language B is an additional language different from the student’s mother tongue. Swedish and German are the languages currently offered at ISK. Through a sustained language program, the goal is for students whom have attended ISK for a number of years to become proficient in one or more second language(s) by the end of MYP 4.

Language Instruction Flowchart



Translanguaging

When you learn a new language, you are not forgetting what you have already learned in your mother tongue. Rather, you are transferring understanding from one language to learn another. This is true in all subjects. Therefore, translanguaging is a strategy teachers use to help students draw on all their linguistic resources to learn academic and non-academic content in a new language.

At ISK, we are working with students to explore concepts, add to their prior and existing knowledge, make connections between learning and life beyond school, as well as to help them share and express their learning, needs, and ideas. When we utilize more than one language within a classroom or lesson, it can help learners access the curriculum, make sense of, and interact with, the world around them. To this end, ISK encourages and expects translanguaging in all classrooms to support our learners.

Special Needs or Other Language Needs

Other language needs are met through a variety of strategies and accommodations. Content is taught and learned in multimodal ways. Student voice and choice allow for motivation and a learning environment that caters to different skills, needs and interests. Flexible seating, access to accommodation tools, and opportunities to work collaboratively or independently are examples of how the curriculum is made accessible for a range of learners and needs.

Example:

- *In a research project, one learner might choose to listen to a podcast while sketching ideas from the podcast, while another chooses to read articles, and yet another watches comparative news clips from various news sites.*
- *In an assessment situation, one learner who does not like to perform chooses to demonstrate conceptual understanding by the construction of a persuasive poster, another who feels confident with his/her oral skills, but not his/her writing skills, chooses to create a vlog, a third student interviews local politicians and writes an article, yet three other students create and perform a role play collaboratively.*

To ensure that learners do not feel singled out, most strategies and accommodations are open to all learners, diagnosed or not.

At ISK we also have a Student Health Team (EHT) that meets biweekly to address language, or other, concerns.

For more information on how we accommodate learners, please refer to our '*Inclusion Policy*', linked on page 14 in this document.

Differentiation

A diverse student population requires flexibility in the classroom. Content (what), process (how), product (summative), and learning environment (physical, virtual and social), are differentiated to suit a variation in preferences, prior knowledge and skills, readiness, interest.

All teachers are responsible for sourcing a range of quality texts so that students can explore different genres such as recounts, stories, explanations or persuasive writing in different languages and at different levels.

The use of ICT is an integral language learning tool. Students are encouraged to use their individual iPads to support their language learning through tools such as Google Translate, RAZ-kids, Epic, WriteReader, Newsela, or voice-activated applications. Moreover, games, art, music, and artifacts are used to help students make connections in their language learning.

Teachers allow students to be agents of their own learning by allowing for voice and choice in the process of learning and demonstrating their understanding of knowledge gained. This does not make the teacher's responsibility any less important. On the contrary, s/he must ensure students direct their learning in ways that maximize their growth potential and learn to be Reflective throughout - before, during, and after - all learning processes.

Immersion and Exposure of Languages and Cultures

The community is considered a valuable resource to aid language learning. Students go on virtual or physical field trips such as to museums, libraries, theaters and cinemas where they have an opportunity to use the host country language in context and gain an insight into the host country culture. Guest speakers or representatives from different organizations are invited into school, and they may speak English, Swedish or other languages.

Students are exposed to celebrations linked to the diverse cultures within our community to promote international-mindedness and an appreciation of the host country's culture.

The involvement of parents is important. Parents can expose students to different languages, cultures, and traditions through physical or virtual visits or by receiving students on field trips. Presentation and communication skills are showcased to parents and other members of the community through the PYP Exhibition, the MYP Projects, assemblies, mini expos, and more.

Connections to the IB Learner Profile Attributes

The following Learner Profile attributes especially connect to our Language Policy.

Open-minded	Through the lens of language we learn about and can embrace diversity in a globally connected world. This supports international-mindedness.
Communicator	Language is oral, written, and visual communication. This policy describes how ISK supports maximum language development amongst all its learners.
Knowledgeable	Language knowledge and skills support individuals in understanding, being understood, and connecting in settings in and beyond school.

IB Standards and Practices

ISK is committed to the implementation and practice of the following IB Standards and Practices as outlined in its 2020 Programme Standards and Practices.

CULTURE STANDARD (03)

Standard - Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Practices

- The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)
- The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)
- The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)
- The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

- The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)
- PYP: The school ensures that students learn a language in addition to the language of instruction, at least from the age of seven; multilingual programmes where students are learning at least two languages can but are not required to offer additional languages. (0301-04-0411)

LEARNING STANDARD (04)

Standard - Coherent curriculum (0401)

Learning in IB World Schools is based on a coherent curriculum.

Practices

- Students take opportunities to develop their language profiles. (0402-07-0300)

Standard - Approaches to teaching (0403)

IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.

Practices

- Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
- Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Language Policy as it Pertains to Other ISK Policies

Admission Policy Connection

ISK believes that supporting a multilingual and multicultural environment is fundamental in the building of international-mindedness. Therefore, class size permitting, students that fulfill the admission criteria and that we deem ourselves able to adequately support, will be admitted to ISK with no discrimination of linguistic background or other language needs. Students with little or no English proficiency will be accepted in PYP 1 through MYP 3 and provided EAL support. Students with limited English proficiency may be accepted in MYP 4 and 5 after consultation with the administration team and/or MYP mentors and language teachers.

[Admission Policy Link](#)

Inclusion Policy Connections

- We value academic abilities, skills and diversity among our student and staff bodies. To this regard, we aspire for inclusion to the highest extent possible and we commit to doing our utmost to support all learners.
- By the development of social and academic English, English learners' integration and inclusion into peer groups and the classroom is supported.
- Language and cultural diversity is celebrated.
- By learning a second and/or third language, international-mindedness is fostered and learners can also take inclusion beyond the classroom and connect with the world.

We expect families to share all relevant information (report cards, diagnoses, etc.) that helps us determine whether we are able to offer learners an inclusive education or not, and if/how we will need to provide language or other adjustments. Failure to share information with us, may result in unmet needs.

[Inclusion policy link](#)

Academic Integrity Policy Connections

[Academic Integrity policy link](#)

Assessment Policy Connections

Assessments will be suitably accommodated if or when needed in order to assure access to materials and to provide each learner a fair opportunity to demonstrate understanding.

[Assessment policy link](#)

Policy Review Cycle

Draft Policy – Authored, IB Coordinator (January 2020)

Review – Full faculty (March 2020)

Review – Pedagogical Leadership Team (April 2020)

Review – Volunteer language and homeroom teachers and IB Coordinator (see page 2),
(January 2022)

This policy shall be reviewed on a 3-year cycle

References

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