



INTERNATIONAL SCHOOL
RIJNLANDS LYCEUM OEGSTGEEST

IB Middle Years Programme
IB Diploma Programme

LANGUAGE POLICY

Preamble

This language policy is intended to be a living document which is regularly reviewed and will grow and develop with the developments of International School Het Rijnlands Lyceum Oegstgeest (ISRLO). It will set out the more static language philosophy of the school and describe how at this point in time, with the population we have at the moment, the language philosophy is put into policy and how at a practical level this will benefit the student learning in both the Middle Years and Diploma Programmes. As with all ISRLO policies, this language policy is underpinned by the larger umbrella of the IB mission and philosophy, as well as the school's mission.

ISRLO mission statement:

International School Rijnlands Lyceum Oegstgeest (ISRLO) aims to offer their students the best possible opportunities for development via high-quality education in order for them to evolve and thrive, in both their (educational) career and their roles as responsible citizens of their communities and our world. Our motto is: we are mindful of ourselves, mindful of each other and mindful of the world around us; building a better future together.

To this end:

1. We support and encourage our students to develop their full potential, via high-quality and engaging internationally minded education.
2. We create a safe learning and working environment where mutual trust and respect are at the core, where we develop and maintain an open mind towards each other, where we think critically and maintain a caring approach toward ourselves and each other.
3. We guide students to explore who they are, what and how they think and what they can do.
4. We teach students to approach challenges without bias, with curiosity, and we encourage them to respect boundaries, but to also explore and take risks where possible.

IB mission statement:

"The International Baccalaureate 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 organization 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".

Introduction

International School Het Rijnlands Lyceum Oegstgeest offers international education with a Dutch touch. Apart from the International Baccalaureate Middle Years and Diploma Programmes Het Rijnlands Lyceum Oegstgeest separately also offers Dutch national curriculum (fully Dutch and Bilingual Dutch-English) to a largely Dutch student population. All students share the same facilities; there is no physical boundary between the two departments. Many teachers teach both in the Dutch and the international departments.

ISRLO is partly funded by the Dutch government and therefore has to abide by its regulations. One of these regulations stipulates that Dutch is a compulsory subject in the Middle years Programme.

With the exception of Dutch, Spanish and French lessons, the working language at ISRLO is English. Both students and teachers are expected to communicate in English where school matters are concerned. We aim to have a mix of nationalities and languages in all classes. Our subject teachers are aware of English language development with their students; the school provides ongoing professional development in Content and Language Integrated Learning (CLIL).

Philosophy

We aim for our students to work in English at an academic level. They are supported in their English learning in all subjects.

Students are supported in developing their first or best language and we encourage our students to obtain a bilingual IB diploma.

In our language classes there is a strong cultural component and our target language is the classroom language.

We want to make our students aware that language is a lively, ever-changing, practical communication tool.

We celebrate diversity and value the multilingualism of the members of our school community. Every teacher is a language teacher.

School language profile

As in many international schools, our students possess a wide array of nationalities and therefore languages. Although a large minority of our students are Dutch passport holders this does not mean that they speak Dutch at first or best language: many of them speak Dutch as a second or third language. Conversely, many of our non-Dutch students have spent a long time in the Netherlands, some even in Dutch primary education, and therefore speak and learn Dutch at (near) native level. Other widely spoken languages in the school – apart from English - are Italian, Spanish, German and French.

In the Middle Years Programme, Dutch is a compulsory subject for all students. There are three levels of Dutch: Dutch Foundation (ab initio) for students new to the language, Dutch language acquisition for students for whom Dutch is not their first language and Dutch A Language and Literature for (near)native speakers of Dutch.

Besides Dutch, an MYP student follows either French or Spanish Language acquisition. (Near)native speakers of either language are required to take the language unfamiliar to them. However, we recognise the importance of the continued development of a student's first or best language. The school has a dedicated language coordinator who, where possible, will assist students in finding ways to keep developing their (near) native languages. This usually takes place outside school hours, and often outside school.

In the Diploma Programme, students are required to take at least two languages, at least one of which has a literary analysis component. This is usually the student's (near) native language. To facilitate this, the school supports self-taught Languages and offers online opportunities for ab initio languages. The careers counsellor will advise students on the best choice of language level.

Student Language Profile

At the beginning of an MYP student's career at ISRLO, a student fills out a student language profile, which is reviewed and modified as the student progresses through the school. The purpose of this profile is to keep track of a student's language development and help to make subject choices in the Diploma Programme.

There is a language profile coordinator who raises awareness of native languages spoken in our school community and promotes native tongue development.

Language in the Middle Years Programme

English

All students in the MYP at ISRLO take English A Language and Literature as a compulsory subject. Students with additional language (EAL) needs will be supported until they are independent in their use of English. The English Language and Literature programme teaches a consistent approach to all four language skills (reading, writing, speaking, listening). Students develop a (near) native level of English and are aware that language is a living subject with a strong cultural element.

Dutch

In the Middle Years Programme, Dutch is a compulsory subject. Students at (near) native level follow Dutch Language and Literature, and students with Dutch as a second language start in what is then their appropriate phase in the Language acquisition programme, and move up to a possible *phase 5* in the final year of the Middle Years Programme. For students who develop their Dutch more quickly and are in phase 5 before MYP, it is possible to transition into Dutch A Language and Literature.

French and Spanish

French and Spanish are offered as Language acquisition programmes. In MYP1, all students have a phase 1 taster course, after which they choose between French or Spanish in MP2 for the rest of their MYP career. MYP2 forms the actual starting point of the language acquisition program, so MYP2 students unfamiliar with French or Spanish should be able to join this class without any backlog.

In MP4 the school organizes a language immersion trip to France and Spain which is an integral part of the language acquisition programme.

The aim within the language acquisition courses is for students to move up to phase 4 in the final year of the Middle Years Programme.

Native speakers of both languages cannot choose their first or best language as a language acquisition course so if they are French, for example, they must choose Spanish and vice versa; the school will encourage them though to develop their native language.

Other Languages

We recognise the importance of first or best language development. Where possible the school will assist students in finding ways to keep developing their (near)native languages.

The school, therefore, encourages and facilitates the study of a student's first or best language outside the regular school curriculum.

If a student has a first language that is not part of the taught curriculum, it is in many cases, still possible to study this language. First / best language lessons are supported at ISRLO for a number of reasons:

- The first / best language is part of the student's culture
- A good command of the first / best language helps the students to reintegrate when they go back to their home countries
- If students have excellent command of their first / best language in addition to another language (both at language A level) they qualify for a bilingual IB diploma

- Research has shown that bilingual students perform better in school
- A good command of the first / best language helps students to study other languages
- The study of the first / best language is part of the MYP programme. Students must study one language and literature and a language acquisition in order to get an MYP certificate.

New parents are informed about expectations and opportunities for supporting first / best languages during the admissions process. If they want their child(ren) to take part in first /best language lessons, the school will try to find a tutor of the language concerned. The tutor will inform the parents about the lesson schedule and the payment.

Language in the IB Diploma Programme

English

English is offered as a first language (Language A) both as a literature course and a language and literature course. English B Language acquisition is also offered, mainly for non-native English speakers who are new to the school. It is only offered at higher level.

Dutch

Dutch A is offered as a Language and Literature course both at standard and higher level. Dutch B Language Acquisition is also offered, and we encourage those students who intend to do further studies in The Netherlands to do so at Higher level.

French and Spanish

Consistent with the subject offering in the MYP, students can choose French or Spanish Language Acquisition in the Diploma Programme, both at standard and higher level. Due to the group sizes the levels in these subjects are usually combined.

According to IB guidelines: “If a student can already communicate successfully in the language on a range of topics in a variety of familiar and unfamiliar contexts, then a DP Studies in Language and Literature or Literature course must be considered the appropriate placement”. (IB, 2020)

To be able to choose one or more of the DP language acquisition subjects (Dutch, French or Spanish B) students must be appropriately placed into the level (HL or SL) that allows for a suitable degree of challenge for the development in the language. Misplacement may provide the student with an unfair advantage over those who are appropriately placed and is therefore regarded as a breach of academic integrity by the IB. The student’s MYP language acquisition teacher will advise the student on the appropriate level, and therefore the student must have followed the subject at MYP to choose it at DP.

School-assisted Self-Taught Languages A

The self-taught option is available only in languages A literature at the Standard Level (SL). A candidate may register for an examination in a language A at Standard Level (SL) as a self-taught candidate only in the following circumstances:

- where no teacher of the language is available
- where an external teacher/tutor is unable to see the candidate on a frequent and regular basis and is therefore unable to meet the internal assessment
- when the student fulfills the requirements for the language level.

Ab Initio

The school only offers ab initio language by distance learning (Pamoja)

The IB Bilingual Diploma

At ISRLO students are encouraged to strive for a bilingual diploma.

A bilingual diploma is awarded to students who complete and receive a grade 3 or higher in *two* languages selected from the DP course studies in language and literature.

Students who gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individuals and societies or science subject, *completed in a different language*, will also receive the bilingual diploma.

English as an Additional Language (EAL)

In the school's Open Apply admissions procedure, an assessment is made whether a student's level of English is sufficient to have access to the curriculum. A prospective student is required to write a short piece in English on the application form. Parents indicate on the Educational Assistance Form whether their child will need EAL support. The Admissions Team has contact with the student's former school(s) and is advised about possible EAL needs. The English language requirements become stricter in higher academic years. If there is doubt about a student's level of English he or she may be required to do an extra written assessment before a placement is confirmed.

If an EAL student is accepted at the beginning of a school year, they are offered an intensive English course in the week before school starts, providing there are enough candidates.

EAL students are monitored by a designated EAL teacher in the English department to see what level of support is required.

The following levels of support are available:

- In class support: Subject teachers are aware of their students' language needs, incorporate language learning into their lessons and, if necessary, adapt assignments and tests, in accordance with the school's assessment and inclusion policies. This may include a student being given extra time to complete a test.
- Outside classes: an EAL specialist is available in order to work with a small number of EAL students and give more individual support. The EAL specialist advises subject teachers on how to best support a student.
- Peer-to-peer tutoring: a student from the same year or above gives support in English.
- Outside school: Those students for whom this in-school support is not sufficient are recommended to follow private tuition. The school has a list of tutors available.

In addition, EAL students may be exempt from following a Spanish or French in their first year, and instead have private extra English support

EAL students will develop their English while being at school, and the aim is for EAL students to become independent in the course of an academic year. Therefore, a typical EAL student will receive a decreasing level of support as they progress through the school.

Initially, an EAL student's academic results may be below their potential. Therefore, assessment levels on interim reports can be replaced by a comment on the student's progress. At the end of the year, each subject will record the student's attainment in a grade on the report card in order to determine promotion to the next academic year.

CLIL

There is in-school support for teachers to develop their language teaching skills in their subjects. There are workshops in scaffolding subject lessons and there is a CLIL expert in the school who will provide support where needed.

Bibliography

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International School of The Hague Language policy

Review

This language policy is reviewed bi-annually in April by a committee comprising the following members:

Head international department

MYP language teacher

DP language teacher

EAL teacher

Parent council member MYP

student

DP student

Next review: April 2024

Appendix:
Student Language Profile



Name:

Date of Birth: Language

you speak with your mother:
.....

Language you speak with your father:
.....

Language you speak with your siblings:
.....

Language you speak with your friends in school: Language you

speak with your friends out of school: Please complete the table

about which countries you have lived in :

Name of country	How long you lived there (years / months)	Did you learn the language? No / a bit / I could get by / fluent

Have you had English lessons at school? Yes / no
How many lessons did you have per week? For how many years?

.....
If you have had English lessons, please write briefly what you did in these lessons:
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.....

.....
.....

Do you know your CEFR level for English? Please circle your level A1 /A2 /B1/B2/C1/C2

Have you had Dutch lessons at school? Yes / no
How many lessons did you have per week? For how many years?

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If you have had Dutch lessons, please write briefly what you did in these lessons:
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Do you know your CEFR level for Dutch? Please circle your level A1 /A2 /B1/B2/C1/C2

Have you had French lessons at school? Yes / no
How many lessons did you have per week? For how many years?

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If you have had French lessons, please write briefly what you did in these lessons:
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Do you know your CEFR level for French? Please circle your level A1 /A2 /B1/B2/C1/C2

Have you had Spanish lessons at school? Yes / no
How many lessons did you have per week? For how many years?

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If you have had Spanish lessons, please write briefly what you did in these lessons:
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Do you know your CEFR level for English? Please circle your level A1 /A2 /B1/B2/C1/C2

How do you feel about learning new languages? Excited / relaxed / confident / nervous / scared? Any other thoughts?

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