

## LANGUAGE POLICY

### BELIEFS AND VALUES IN LANGUAGE

Need for communication is instinctive, and language development is fundamental to satisfy it. The Monnet International School believes that learning language is a key issue in terms of the whole learning process. Moreover, language study, including mother tongues and foreign languages, develops international mindedness, reinforces cultural identity, enhances personal growth and promotes effective communication. Our school views all teachers as teachers of language, and all parents as essential contributors to the languages learning process. We are convinced that one of the most effective way of teaching languages is involving students in various everyday situations. Our kindergarten and primary school value differentiated and varied instruction, which integrates the skill areas of listening, speaking, presenting, viewing, reading and writing. Students multiple learning styles and individual development are always taken into account while gaining such skills.

### PRACTICES

Both the kindergarten and the primary school are bilingual with two languages of instructions: Polish and English.

In the kindergarten in each age group there are two teachers, namely Polish and English speaking who work together while implementing PYP Units of Inquiry. All students, regardless of their mother tongue, are obliged to learn the two languages.

In our primary school in each grade there are two teachers – a homeroom one and an assistant. During lessons the homeroom teacher speaks both Polish and English while the assistant is English speaking. Additionally, the school provides opportunities to work with an English native speaker. In practice, there will be five hours of English lessons a week which led by either the homeroom teacher or the native speaker. The school will also organize five Polish lessons a week led by the homeroom teacher. Moreover, all units of inquiry are led in these two languages. Besides, students attend two Chinese lessons a week. All students, regardless of their mother tongue, are obliged to learn these languages.

The Monnet International School states that none of the languages is given preferential status. It is expected that all students will make progress in the range of the languages.

## ESSENTIAL AGREEMENTS FOR THE TEACHING OF THE LANGUAGE

All students:

- are given access to specific language support
- are encouraged to speak more than one language
- are encouraged to develop a love of language and literature in all tongues
- are given a possibility to use all their language skills and are encouraged to do so
- are encouraged to take risks and use various learning techniques
- are encouraged to express themselves, orally and in writing, in variety of media and situations
- are given time to reflect on their learning and to apply techniques appropriately
- are encouraged to share and develop their work in a social context
- are encouraged to explore language through various subject areas
- are given constructive and specific feedback from teachers and peers
- have access to, and are taught through, a variety of technological and information resources
- are encouraged to view language as a tool for learning.

## MOTHER TONGUE SUPPORT

The kindergarten and the primary school are obliged to take action which aim is to give support of students' mother tongue. Therefore, all students:

- are encouraged to make progress in terms of their mother tongue, as well as to develop it and respect mother tongues of other students
- have access to various resources supporting mother tongue development, e.g. books, films, recordings
- are given a possibility to attend meetings with guests speaking their mother tongue (including meetings with students' parents)
- are encouraged to learn about culture and traditions of their country of origin.