



LANGUAGE POLICY
INTERNATIONAL SCHOOL EINDHOVEN (ISE)
FOR SECONDARY SCHOOL

reviewed September 2022

Table of Contents

The ISE guiding statements	1
Aims and Beliefs	2
The ISE Language Profile	3
Language and Literature Courses: Dutch and English	4
Language and Literature Courses : languages other than Dutch and English	6
Language Acquisition Courses: Dutch, English, French and Spanish	7
The English Language Learning (ELL) Support	11
Library	13
Communication of the Language Policy to the ISE Community	14
Glossary	15
Bibliography	16
Appendices	
1. Guidelines for parents and mother tongue teachers for mother tongue tutoring in the MYP	17
2. Guidelines for parents and tutors for the school supported self-taught (SSST) course in the DP	19
3. Overview of ELL Support	20

The ISE guiding statements

The school's guiding statements form the basis for our language policy:

The ISE provides a caring and challenging learning environment which fosters international mindedness. We educate and inspire all our students to become creative and responsible citizens who will thrive and be happy within an ever changing world.

The language policy is embedded in our guiding statements as follows:

Our internationally minded community is committed to being responsible citizens.

As a school community we are exposed to a wide variety of cultures and languages including those of the Netherlands. Understanding and acceptance of one another leads to a deeper appreciation of what it means to be a world citizen in the 21st century.

Our learning environment ensures that students are knowledgeable, cared for and sufficiently challenged.

Language is at the heart of learning. It empowers students to develop their conceptual understanding, critical thinking and cognitive skills which can be transferred from one language to another in our multilingual community. Effective communication is key in becoming resilient and confident. By developing rich and varied language skills, students can express their thoughts, feelings and values and can stand up for themselves and their ideals. At the ISE we believe that all teachers are language teachers and that students should be supported to be able to access the curriculum.

The ISE community prepares students for an ever-changing world by developing their capacity for creativity.

A multilingual school setting provides the opportunity for flexible and imaginative interaction in academic, social and cultural experiences. This rich environment exposes our learners to a variety of creative forms from a range of cultures which stimulates them to recognise patterns and make connections.

Aims and Beliefs

Language is what roots communities. It inspires the individuals to grow and explore who they are in relation to the world around them.

Aims:

1. to meet the needs of each student's language development in order to stimulate their intellectual and social growth and to support each student to gain full access to our school community.
2. to know our students' language profiles in order to make informed decisions about their language, learning and social well-being.
3. to promote, encourage and support the maintenance and further development of the mother tongue. Ongoing support of a student's mother tongue is crucial for academic and social development as well as for personal identity.
4. to promote multilingualism as an important learning goal for all students.
5. to encourage the learning of languages in all aspects of school life, not only in the classroom.
6. to promote the idea that all teachers have a unique role to play as language teachers, supported by all members of the ISE community.
7. to develop an academic level of language competence in English, as it is our language of instruction.
8. to promote the development of the Dutch language and culture for all members of the school community.
9. to deliver the International Baccalaureate (IB) Middle Years Programme and Diploma Programme curriculum in a safe and supportive environment.
10. to ensure academic rigour through regular professional development.

The ISE Language Profile

Our students are from a wide range of cultures and backgrounds. Most of our students have a high proficiency in English and since the ISE is located in the Netherlands, many of our students are proficient in Dutch. All of our teaching and support staff speak English and/or Dutch and the majority are fluent in at least one other language. The ISE is an IB world school and delivers the MYP and DP programmes.

Since English is the medium of instruction across the whole curriculum at the ISE, the development of effective communication skills in both written and spoken English is crucial to a student's success in other subjects. As a result, teachers of subjects other than English, will also have some element of language teaching in their curriculum planning and teaching.

Admission process

Upon entry to the ISE, students' profiles are considered by the Admissions Committee and, if applicable, the Language Coordinator and the Student Support Coordinator are consulted for correct placement of students.

Parents are also required to complete a Language Profile Form to indicate the student's proficiency in their mother tongue, English and other languages studied at school or spoken at home.

The prospective student will be invited to take admissions assessments in English and Mathematics before they start school. English Language Learners will be assessed in order to determine their proficiency in the language. These assessments help to determine the student's understanding and knowledge in relation to the school's curriculum.

Language and Literature Courses: Dutch and English

At the ISE English and Dutch language courses are offered at different proficiency levels. English is our common language and is used as the language of instruction in all subjects other than language classes. In the MYP an English course is compulsory, whereas our DP students are strongly encouraged to include English in their subject package. Dutch is the language of the host country and is therefore part of the subject package in the MYP. Only students in the early stages of English Language Learning support are exempt from following Dutch lessons.

Students will be encouraged to follow a Dutch or English Language and Literature course in the MYP if :

- that language is their mother tongue;
- their educational background has been in that language;
- they have studied that language to an advanced level.

In the DP, students study six compulsory subjects, two of which must be languages. It is compulsory to study a Group 1 language in order to be eligible for the IB Diploma. Students who have experience of using the language to analyse in an academic context can study a group 1 Dutch or English course. If two Group 1 languages are studied or if a student's Group 1 language is not English, then a student is eligible to be awarded a bilingual diploma.

Group 1 courses prepare the students for future academic study by developing a high literacy and effective communication skills. These courses involve the study of texts from a variety of historical and cultural contexts.

The Group 1 courses are offered at Standard Level (SL) and Higher Level (HL).

Mother Tongue courses

At the ISE the expression “Mother Tongue (MT) courses” is used to refer to all the Group 1 courses in languages other than English and Dutch. The aims and demands of the courses are exactly the same as the ones in English and Dutch.

A large number of mother tongue languages has been studied by our DP students over the past years: Chinese, Finnish, French, German, Hungarian, Italian, Japanese, Korean, Polish, Portuguese, Russian and Spanish.

Students will be encouraged to follow a Mother Tongue course if :

- their mother tongue is not English or Dutch;
- in addition to English or Dutch, they master a second or third language at an advanced/ very advanced level. In that case, the decision is made after a thorough analysis of the students’ specific language profile, school background, needs and motivation. This process includes an oral and written test in the language the student would like to study.

At the ISE, students are encouraged to follow a Mother Tongue Course for various reasons. Mastering a mother tongue language is the basis for any learning experiences. Research has shown that maintaining the mother tongue language accelerates the rate of English language acquisition. Developing thinking and analytical skills in the mother tongue allows the student to transfer these skills more easily to a new language. Maintaining the mother tongue language fosters self-confidence and pride in the students’ culture. It supports the students during the integration process at our school and facilitates the return to the national system of the student’s home country.

In the MYP Mother Tongue lessons can in principle only be offered if a mother tongue tutor is available to teach at school.

In the DP students who don't have English or Dutch as their first language are allowed to follow the Group 1 course in their Mother Tongue. This is called a School Supported Self Taught (SSST) course. This means that the student works independently through the literature course with the support through a weekly support hour by the SSST Coordinator and with a tutor who tutors the student in the mother tongue language. The tutoring can either take place in school or online from home.

School provide parents with guidelines which explain how school accommodates the learning of a mother tongue other than Dutch and English.¹

¹See Appendices 1 and 2

Language Acquisition Courses: Dutch, English, French and Spanish

A Language Acquisition course allows students to develop communication skills and gain proficiency in a language other than their mother tongue. The students develop communication skills and multi-literacy skills through the use of a variety of spoken, visual and written texts. Students learn about the nature of language and the process of language learning, which contributes to the strengthening of lifelong learning skills. Intercultural awareness and global citizenship are fostered by students exploring cultural perspectives of their own and other communities.

Students joining an international school have a range and variety of language learning experiences. They may already have knowledge of another language and skills for language learning, they may have studied or spoken the additional language before or have no previous experience of the additional language prior to starting the course.

In the MYP Language Acquisition courses are taught in phases (from phase 1 to phase 5, depending on the language) in order to be able to recognize and cater for the complexity and range of students' language profiles. The phases represent a developmental continuum. Students with no prior knowledge of the language start in phase 1. Phases do not correspond to age groups or MYP year groups.

The phase in which the student is placed should offer the student an academic challenge and should be the most suitable pathway for further study.

Students will be grouped together in no more than two consecutive phases in the same class and teachers strive to cater to individual needs and to facilitate appropriate learning experiences for all.

Dutch Language Acquisition in the MYP

Dutch, the language of the host country, is taught in all MYP year groups.

Placement tests, consisting of written and oral tasks, can be used to determine the phase. Transition to the next phase or to the Dutch Language and literature course is decided at report time and is based on the teacher's judgment.

Students in the English Language Learning Support add Dutch Language Acquisition to their timetable as soon as they reach phase 3 in English Language Acquisition.

English Language Acquisition in the MYP

If a student has been in English medium education for less than three years, a proficient test determines whether the student will be placed in the English language and Literature course of the English Language Acquisition course.

As with the other Language Acquisition courses, this course is structured in phases. The school offers phases 2-4 in every year of the MYP.

While the MYP Language Acquisition curriculum is at the core of the programme, the specific needs of English Language Learners at a school where the language of instruction is English, require additional responsibilities. Firstly, as previously mentioned, it means a greater need for attention to possible pathways from Language Acquisition to Language and Literature. Secondly, it means a greater need for attention to the cognitive and linguistic challenges of the other academic subjects.

Given the fact that English is the language of instruction in most subjects, students get relatively more language input. This means that their oral communication skills, or Basic Interpersonal Communication Skills (BICS) often develop very quickly and that such students often demonstrate a high level of oral fluency and accuracy. However, proficiency in terms of speaking can mask the student's actual proficiency in performing the more complex academic tasks in terms of reading and writing required by other academic subjects, also referred to as Cognitive Academic Language Proficiency (CALP). Bridging the gap between BICS and CALP, surface skills and cognitively demanding language skills, will mainly be focused on by the English Language Learners (ELL) Support as will be described in more detail below on pages 11 and 12.

French and Spanish Language Acquisition in the MYP

Besides English and Dutch, students study either French or Spanish in the MYP.

Beginners start in phase 1 and depending on the progress made they transition to the next phase. The number of phases offered per year group may vary, because it is dependent on student numbers. In case the appropriate phase cannot be offered in the language of choice, then the student takes the other Language Acquisition course that is available.

As in the other Language Acquisition courses, students are grouped into no more than two consecutive phases in the same class and teachers aim to differentiate instruction to meet the needs of the students and to facilitate appropriate learning experiences for all.

The school guarantees that once a student starts learning an additional language, continuous language acquisition will be provided throughout the MYP. In principle students cannot change from one additional language to another.

All students learn a language in the Language Acquisition Course throughout the MYP, unless they follow the Mother Tongue course. New students starting in MP5 without any previous knowledge in French/Spanish are exempt from following this subject.

Dutch, English, French and Spanish Language Acquisition in the DP

A number of factors are taken into consideration when a DP group 2 course is decided on. These include academic challenge, opportunities to achieve in the subject and pathways for further study. At the ISE students can choose Dutch, French, Spanish or Spanish Ab Initio.

There are several pathways from MYP5 to DP courses in Language Acquisition.² Spanish Ab Initio is only offered to students with little or no prior exposure to French or Spanish. Students following a Dutch or English Language and Literature course at MYP level are not allowed to follow a Dutch or English Language Acquisition course at DP level.

Language Acquisition courses have a common syllabus at standard level (SL) and higher level (HL) within the subject, although literature is an additional component of the HL course.

² Please refer to the MYP transition booklet available on the school's website

All final decisions on course placement are taken by the Admission Committee, the IB coordinators and Language Coordinator, in close liaison with the subject teachers, on the basis of the student's attainment and ability.

The English Language Learning Support

The aim of English Language Learning (ELL) is to support those MYP students who are learning English as an additional language in their efforts to succeed in the other academic subjects. As such, it is a supplementary course to the English Language Acquisition course. This requires a close working relationship between the ELL and English Language Acquisition departments, which includes structural meeting time.

While the latter focuses on learning the language through a variety of text types, learning about the language and learning about the target culture, ELL Support focuses on the use of English in order to facilitate access to the other subjects.

As a department we strive to fully support our English language learners beyond BICS skills, which means that students can benefit from ELL support for the entire MYP and in DP.

Pull-out Support Classes

Students are initially withdrawn from some subjects so as to receive extra English language instruction and support because those subjects might be too language intensive. As the student's proficiency increases, subjects are gradually added to the student's timetable. ³

ELL support focuses on the following areas:

- The development of knowledge, skills and strategies of academic English
- Linguistic support in subject learning so as to make mainstream classes more accessible to ELL students
- Time and space for students up to phase 2 to complete in-class assessments set by other subjects under the supervision of an ELL Teacher/Educational Assistant

At all times students are strongly encouraged to follow Mother Tongues classes.

Depending on the individual needs of the student, Dutch Language Acquisition can be added to the subject package as soon as a student reaches phase 3 in ELA.

Based on the student's language profile, the order of subjects to be added might differ.

For example, if a student has already received several years of instruction in French or Spanish as a foreign language, it could be the case that French or Spanish is offered prior to Dutch.

³ See Appendix 3

ELL hours

ELL classes are available all week, taught by a qualified language teacher, with the help of educational assistants, who supervise and offer support during the remaining lessons of the ELL timetable.

Monitoring procedures

ELL teachers and English Language Acquisition teachers meet on a regular basis to discuss students' progress with the ELL coordinator. Transition to the next phase is possible only at report time because it might require a change in the student's subject package. Decisions are based on the individual student's well-being and most suitable academic pathway. Subject package changes are communicated to the parents.

Assessment Accommodations

As a school we are aware that assessments need to be adjusted for ELL students due to their language needs.

Language Needs and Individual Learning Needs

In order to determine the best approaches to teaching and learning for an ELL student should learning needs arise, the Language and/or ELL coordinator contact the Student Support Coordinator.

Library

The aim of the ISE secondary school library is to provide an optimum learning environment in conjunction with an extensive range of resources to support the multicultural nature of its community across age and ability. The collection comprises a variety of text, digital, illustrated and audiovisual resources to support not only the school's language of instruction but also the host country language, additional language acquisition and the continuation of mother tongue learning. The main languages supported are English, Dutch, French, German, Spanish, Korean, Chinese and Japanese. Texts include fiction and non-fiction books, graphic novels, magazines, periodicals and newspapers. Distinctions are made within the collection for reading ability, age and dyslexic readers. Audio books, and access to digital databases and resources are also available.

The fully-automated library maintains a balanced collection of curriculum-related resources which represents differing cultural identities and languages at various academic levels and through a variety of genres.

Collaboration with teachers and other members of staff enables the library to meet the needs of students and the whole school community with their language and literacy requirements. A dedicated collection of educational material aims to specifically support the needs of teaching staff.

Communication of the Language Policy to the ISE Community

The Language Policy has been written by a core team and is to be shared with the whole ISE community.

This policy is a working document which will reviewed regularly.

First published: October 2015

Updated: September 2016, September 2018, September 2022

GLOSSARY

BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
DP	Diploma Programme
ELL	English Language Learning
HL	Higher Level at DP
IB	International Baccalaureate
ISE	International School Eindhoven
MYP	Middle Years Programme
SL	Standard Level at DP
SSST	School Supported Self-Taught

Bibliography

Books

Gallagher, Eithne. *Equal rights to the curriculum*. Clevedon: Multilingual Matters, 2008.

Mertin, Patricia. *Breaking through the language barrier*. Woodbridge: John Catt Educational Ltd, 2013.

IB publications

Diploma Programme Language A: literature school-supported self-literature guide. Cardiff, IBO, Feb. 2019 .

IB. *Diploma Programme Language A: language and literature guide*. Cardiff, BO, Feb. 2019.

IB. *Diploma Programme Language B guide*. Cardiff, IBO, Feb. 2018.

IB. *Guidelines for developing a school language policy*. Cardiff, IBO, April 2008

IB. *Language and learning in IB programmes*. Cardiff, IBO Sept. 2011

IB. *Learning in a language other than mother tongue in IB programmes*. Cardiff, IBO, April 2008

IB. *Middle Years Programme Language and literature guide*. Cardiff, IBO, May 2014

IB. *Middle Years Programme Language acquisition guide*. Cardiff, IBO, Feb 2020.

IB. *Second-language Acquisition and Mother-tongue Development*. Genève, IBO, Jan. 2004.

Guidelines for parents & mother tongue teachers for students in the IB MYP (2022)



This document has been produced to help guide parents who have chosen for their child(ren) to maintain their mother tongue by following Mother Tongue (MT) lessons. Although the school cannot determine agreements made with parents and MT teachers, the points below are suggestions to help support the process.

The school can provide parents with a list of recommended MT teachers who are experienced with working with ISE students and have knowledge of the IB MYP programme.

Students in MP1 to MP5 who plan to take MT lessons have 2 options:

Option 1 The student follows a MT Language course according to the IB MYP framework. This course forms part of the student's subject package and will be on the student's timetable and on the report. This course can only be followed under the conditions below:

- Students follow a minimum of 2 lessons (60 minutes) per week. It is recommended that these lessons, where possible, take place during school time.
- The content of the lessons taught follows the IB MYP framework for the Language and Literature course.
- Managebac is used and there is a subject grade on the report.

The school will facilitate lessons, if possible, so that they can take place at school in a classroom during the school day and will pay for all required books and resources, which will be cataloged in the library and remain property of the school.

Option 2 The student follows another MT Language course, such as a national programme. This option will NOT form part of the student's subject package and will NOT appear on the student's report cards. This choice means that:

- Parents decide with the MT teacher how many lessons will take place.
- The lessons can be online.
- Managebac is not used.
- There is no grade on the student's report card.
- Parents will pay for books and resources.

Lesson costs All costs for lessons will be paid by the parents. Agreement for the costs and methods of payment must be made between parents and the MT teacher and all payments are paid directly to the MT teacher.

If you have any questions or should you require any additional information, please feel free to contact the Language Coordinator.

Ms Ellen de Rijk, Language Coordinator
ederijk@isecampus.nl

Guidelines for parents & Tutors for School Supported Self-Taught (SSST) courses



This document has been produced to help parents who have chosen for a tutor to support their child through the IB Diploma SSST course (Group 1 subject other than Dutch or English). The school cannot determine agreements made with parents and tutors, however the points below help to support the process.

The school can provide parents with a list of recommended tutors who are experienced with working with ISE students and have knowledge of the IB DP SSST course. The school can also contact other international schools abroad to find a tutor if needed.

In order to make sure that the students get the appropriate support, the following is expected from SSST tutors:

- set up a book list for (and with) the students that follows the IB requirements;
- have regular lessons, face to face or online (ideally a minimum of once per week but it is flexible and according to the timetable of the student and the tutor);
- have regular contact via emails if lessons every week are not possible;
- practice the oral exam and papers 1 & 2 with the students and give them feed-back;
- send the school one exam (usually Paper 1) in December and one in June in DP1 and mark them;
- send the school a Paper 1 and Paper 2 in DP2 for the mock exams and mark them;
- provide guidance to the students to select the texts for the oral exam and the books for Paper 2;
- provide guidance to the students to make their portfolio.

The fees paid by the parents to the SSST tutors should take all these aspects into account.

The school supports the SSST course by:

- facilitating lessons (online or face-to-face);
- providing support to the tutor if needed;
- giving the tutor access to the IB programme resource centre;
- organising the oral assessment sessions at the end of DP2;
- ensuring that text choices are according the IB requirements;
- monitoring students' work during a weekly SSST study hour.

Costs:

For the lessons:

Even though the tutoring is paid directly to the tutor by the parents, the school offers a 10% reduction of the annual school fees to families who have a child(ren) who are unable to follow English or Dutch as a Group 1 subject and therefore follow the SSST course **and** are paying for an SSST tutor for a minimum of 1 lesson per week.

For the material:

The school purchases books for the compulsory reading list. If preferred, parents can buy books in their home country and submit the invoices to the SSST coordinator to get reimbursed. The books paid by the school will be catalogued in the library and returned to the library at the end of DP2. Therefore, students should not take notes on them.

For further information, please contact:

Ms Ellen de Rijk, Language Coordinator
ederijk@isecampus.nl

Ms Clara Teeuwen School Supported Self-Taught Coordinator
cteeuwen@isecampus.nl

ELL Subject package

ELL (English Language Learning)

- Pathway for ELL students starting with a basic subject package.
 - **Step 1 Basic Subject Package:** Arts (Visual Arts, Drama, Music), Design, PE, Math, ELA, YT, MT (ELL instead of subjects that are not taken)
 - **Step 2:** Science
 - **Step 3:** IAS, Geo or History
 - **Step 4:** Dutch Acquisition
 - Depending on individual needs DLA can be added to the subject package as soon as a student reaches **phase 3** in ELA (recommended that the student have completed phase 3 work at this level for approx. 3 months)
 - **Step 5:** Language and Literature
 - After phase 4 ELA: Students will take an ELi test that will be reviewed by the LangLit Subject leader . Once ready the students will start Eli .
 - **Step 6:** Spanish or French acquisition
 - Depending on the progress made in phase 4 English the students can start Spanish/French.

General information:

- **Subject package changes :**
 - ELA and ELL discuss subject package changes before the mid-term (January) report and make a decision before parent-teacher meetings, any changes in the students timetable will be communicated accordingly.
 - ELL Coordinator to update Subject package overview (phase change)
 - ELL Coordinator to inform the parents and YT
 - ELL coordinator is the central point of communication for subject package changes.
- **Phase change process**
 - ELA teacher and ELL coordinator discuss change of phase before every report and make a decision before parent-teacher meetings, any changes in the students timetable will be communicated accordingly.
 - ELA teacher to update managebac
 - ELL Coordinator to update Subject package overview (subject change)
- Language Assessment for possible New ELL students is done by ELL coordinator to establish phase and subject package
- ELL Coordinator will communicate with parents about (phase change and subject package changes)
- Language coordinator will communicate with parents in regards to MT.

