

**IX Liceum Ogólnokształcące imienia Tadeusza Nowakowskiego
z Oddziałami Dwujęzycznymi w Bydgoszczy**

**IB World School no. 2988
Bydgoszcz, Poland**

LANGUAGE POLICY



“As many languages you know, as many times you are a human being.”

Tomáš Garrigue Masaryk, Czech

The school mission statement

The aim of the school is to develop self-reliant, empathetic, open to the world and another human being, courageous, educated, reflective, responsible and active people who learn throughout their whole lives. Inspired by the life and work of the school's patron, Tadeusz Nowakowski, we want to educate students of high moral standards, prepared to live in a multi-cultural world.

A student of our school, the patron of which is Tadeusz Nowakowski, will take part in the creation of the modern world by taking up challenges, working for school, local and international communities of our planet. Besides, our student will make a conscious use of their knowledge, skills and abilities.

To reach this goal our school creates a friendly environment of mutual respect, enthusiasm for learning and cooperation by creating a community of students, teachers and parents who jointly cooperate in the process of education.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing the common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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I SCHOOL LANGUAGE PHILOSOPHY

A language is the basic tool which helps develop the personality of each human being both individually and culturally. It forms the basis of communication possessed by a man, it is essential to comprehend the laws governing the world, and – as it is – it is found in the centre of the educational system as its integral whole.

Students' understanding of that fact leads them, as a consequence, to broadening their knowledge and skills of the language, not only of the mother tongue but also – and maybe most of all – of languages different than their own. The knowledge of two, sometimes three languages becomes necessary to get to know and understand multi-lingual, modern world and to be open to the problems of culturally and linguistically different nations.

IX Liceum Ogólnokształcące imienia Tadeusza Nowakowskiego z Oddziałami Dwujęzycznymi w Bydgoszczy, as an IB school, tries through its language policy to face the above mentioned rules. Shaping our students' attitudes we do our best to make them realize the IBO programme is such a way that they become people who understand others' views and attitudes and who may express their own in more than one language. This policy simultaneously reflects school philosophy in terms of foreign language teaching and aims the school has as an IBO school.

Following the principles included in the language policy teachers support students' development according to the IB learner profile. We are regularly trained and implement all the changes introduced by IBO in reference to all the teaching guides, principles and exam strategies.

II SCHOOL LANGUAGE PROFILE

IX Liceum Ogólnokształcące imienia Tadeusza Nowakowskiego z Oddziałami Dwujęzycznymi w Bydgoszczy as the only school in the entire region, is a school promoting foreign languages through bilingual education. The school teaches the following subjects: mathematics, physics, chemistry, geography, biology, psychology and history guided in the English language.

This fact, obvious in the IBO programme, is a unique feature in Poland. It is therefore inextricably connected with the philosophy and policy which we have been consistently using for the last 26 years. School offers bilingual educational programmes and international baccalaureate. The English language is the language of instruction and studying Polish is compulsory in both programmes. Also, students may choose to develop their language skills by studying French, German and Spanish at all three levels.

III ENROLMENT TO THE IBO CLASS /AND BILINGUAL CLASSES/ AS A REFLECTION OF THE EMPHASIS AND SIGNIFICANCE WE ATTACH TO THE ROLE OF FOREIGN LANGUAGES AT OUR SCHOOL.

Rules of enrolment to the pre-IB classes

/pre-IB class covers the first two years of the four-year secondary school system in Poland/

I A/B – subjects taken into consideration during the enrolment process, for which a student gets points: Polish, English or any other foreign language, mathematics, best mark among the following subjects: history, geography, biology, chemistry, and physics.

Additionally, candidates to the class IA/B have to take the English language written entrance exam, the purpose of which is to test student's reading comprehension skills as well as vocabulary and grammar at a general B2 level.

The students who do not need to take the entrance exam (get the maximum number of points) are the winners and finalists of English competitions, the list of which is published every year by the Regional Board of Education.

Rules of enrolment to the first IB class (III year of a secondary school)

1. Graduates from the pre-IB class are enrolled to the first IB class in the first place who meet the inner school requirements.
2. The rules of the supplementary enrolment
(for students different than graduates from pre-IB):
 - a. obtaining at least 4.0 average mark in class one of a high school,
 - b. a mark of the value four or higher on the certificate for class one of a high school for a given subject that the student is going to study at a higher level in the B class,
 - c. passing entrance exams in English and maths,
 - d. interview in English,
 - e. conduct mark – at least good.

IV LANGUAGES OFFERED AND THEIR LEVELS

English Higher Level

On account of the language policy of Polish schools (the English language is taught from primary school) there have always been students to have been taught at the HL level. Besides, the English language is the language of instruction, the tool, to study all the other subjects. Therefore, the school has never and does not intend to introduce studying that language at any different level.

As far as other offered languages are concerned the school teaches three other languages: German, French and Spanish. Students need no or little knowledge of these languages prior to their entering our school. Students may choose different levels (ab initio, standard and higher) of these languages depending on their knowledge so far. Such an approach may foster international mindedness.

German – all levels

The German language is in the curriculum of most primary schools in a limited number of hours, and therefore, students who choose this language as one of the exam subjects usually decide to choose the ab initio and standard levels. Usually, there are a few student groups. However, once there was a group of higher level.

French – all levels

On account of the language policy of Polish schools the French language is taught in some primary schools in a limited number of hours. Therefore, there has been no one so far to be taught at the HL level. However, there is a considerable number of students every year who want to study at ab initio and standard levels. In recent years the number of students who choose French ab initio and Standard level has been increasing. Four and five years ago there were a few person groups. The number of students within each group never extends 15. School promoting policy is apparent as far as the encouragement to develop language communicative skills is concerned.

Spanish – all levels

Spanish was first introduced in 2020. The language is getting more and more popular among Polish students. So in order to meet the candidates expectations and develop the school's offer, we decided to introduce Spanish on both levels.

Polish Higher Level, Standard Level and Polish for foreigners

Polish remains a compulsory subject for all students and also becomes an option for foreign students. Every year teachers change the reading list taking into consideration current literary trends and students' needs and expectations.

V SUPPORT FOR MOTHER TONGUES

Apart from the fact that the English language is the language of instruction in the international baccalaureate programme offered by our school a lot of attention is paid to teaching the mother tongue, Polish, especially focusing on the development of language skills.

A language is an essential element of the culture of a nation, as well as it is the best reflection of this culture. The social experience of an individual as well as of the whole society is reflected in the language.

The progress of the culture of our society is shown in the demand for the language to become communicative and distinctive. School is the place and should treasure what is the most attractive in the Polish language, what associates us with the national culture and its tradition. The language is taught at school at different levels. According to that policy students have an opportunity to take part in various language competitions and successfully apply for admissions to institutions of higher education.

Language A1 SL school supported self-taught candidates

School is open for foreign students. In fact, there have always been students of different origins since the very beginning of the implementation of the IB programme at school. Supported self-taught students have been offered regular courses throughout the entire length of the programme supervised by our teachers.

Polish and English teachers have been trained to supervise and advise the potential candidates.

VI STRATEGIES TO SUPPORT ALL TEACHERS IN THEIR CONTRIBUTION TO THE LANGUAGE DEVELOPMENT OF STUDENTS.

School supports all kinds of activities which lead to the development of teachers' language skills. Therefore teachers take part in the following forms of language development: IB online face to face and blended workshops, In-Thinking workshops, Erasmus plus and English language courses.

It creates opportunities to share experience among teachers from different IB world schools. Taking part in numerous workshops and courses teachers make acquaintances with the international environment of IBO community benefiting from others' experience and sharing their own work methods and reflections. It also gives them the opportunity to develop their language skills. All subject teachers remember that they are language teachers.

VII SUPPORT FOR STUDENTS WHO ARE NOT PROFICIENT IN THE LANGUAGE OF INSTRUCTION.

In order to support students who are not proficient in the language of instruction teachers organize additional classes, the aim of which is to help them improve their language skills. The content of these classes is adjusted to students' needs. Teachers also make sure that such students have a chance to actively take part in all sorts of tasks during lessons eg. they get equal chances and are encouraged to present their opinions. Moreover, students are given extra tasks to be later on checked and discussed with teachers. Finally, teachers meet students on regular basis to solve any current language problems. Teachers encourage students to cooperate with one another in order to improve their language skills and also face the teacher's role, the aim of whom is to efficiently explain the task, often done as a form of CAS.

VIII TEACHING SUBJECTS IN THE ENGLISH LANGUAGE (IB)

The aim of the programme is to prepare students for life, not for the exam. Thanks to its construction it is possible to keep the proportions between indispensable knowledge and the skills of analysing information. Students have to know the basic facts, but the most essential is the usage of knowledge in practice and critical thinking. The multiculturalism of the contemporary world is very important, but developing self-identity is also crucial.

IB Diploma Programme lasts for 2 years and it is implemented in English (except for the lessons of other foreign languages). The first year of high school (pre-IB) is a preparation for students, before starting the IB Diploma Programme, innovative methods of teaching, bilingual lessons and new curricula. The second and the third years is the period of the proper implementation of IB Diploma Programme. Students of the pre-IB class are usually the main group in the IB, but we give a chance for students, who are not from our school and want to start the IB Diploma Programme. Every student has to choose 6 subjects, one from each of the 6 groups. Every subject ends with the exam and 3 of them have to be passed at the standard level (SL) and 3 (but not more than 4) at the higher level (HL). HL course lasts for 240 hours, while SL for 150 hours, which means that HL course is implemented for 6 lesson hours per week, and SL for 4 lesson hours per week.

Group 1: Language A1	Polish SL/HL, self-taught for foreign students
Group 2: Second language	English HL, French, German and Spanish – all levels
Group 3: Individuals and societies	History SL/HL, Geography SL/HL, Psychology HL/SL
Group 4: Experimental sciences	Biology SL/HL, Chemistry SL/HL, Physics HL/SL
Group 5: Mathematics	Maths SL/HL
Group 6: Visual Arts or second subjects from group 2, 3 or 4 (Visual Arts not available from September 2020)	

Every student is also obliged to:

- complete the course of Theory of Knowledge (TOK). The aims of this subject are varied, but the most important purpose is gaining the ability of critical thinking and noticing relations between different types of knowledge.
- prepare the work called Extended Essay (about 4000 words). This work should be based on student's individual research. It is the preparation for further investigations during university studies.
- complete the CAS /creativity, action and service/ programme

IX COOPERATION WITH THE LIBRARY

THE ROLE OF THE SCHOOL LIBRARY

Modern library has a number of functions. Undoubtedly, the reader is the most important element of all these functions, as well as his needs and interest. Therefore, the most obvious task of each library is a thorough adjustment to the real needs of its users.

Each school library, regardless its degree of modernization takes part in the realization of the educational process of the school as a basis of all teaching materials. Modern school library should also be a competent information centre for teachers.

School libraries cease to carry their former, traditional functions: collecting, classifying and lending books. They take over new functions of:

- helping teachers and students realize teaching and educational programmes,
- helping students acquire the skill of searching and using information from different sources and use information technology effectively,
- developing students' intellectual abilities and personal interests.

The school library in IX Liceum Ogólnokształcące imienia Tadeusza Nowakowskiego z Oddziałami Dwujęzycznymi w Bydgoszczy wants to meet these requirements, adjusting to both students and teachers' needs. The basic activities of the library, taking into consideration the language type of the school are:

- subscribing foreign language newspapers and magazines in accordance with language teachers' needs;
- providing information about language courses and workshops;
- guiding classes in the reading room using multimedia information centre;
- searching for information and materials that are to be used during the lessons;
- discussing with the teachers the details concerning the purchase of the teaching materials;
- enlisting sponsors' cooperation in the scope of foreign literature;
- collecting materials in foreign languages;
- lending language dictionaries, newspapers and other materials for the classes;
- making copies of materials that are to be used during the classes;
- collecting, storing and lending additional materials prepared by particular teachers for the students;
- collecting and storing school documents and lending these to students;

School library in IX Liceum Ogólnokształcące imienia Tadeusza Nowakowskiego z Oddziałami Dwujęzycznymi w Bydgoszczy is seen as an efficient organization with a competent service. Different venues and classes organized by the library integrate whole school community. The cooperation between librarians, management and teachers is systematic.

X COOPERATION WITH OTHER INSTITUTIONS

In order to provide our students with a multi lingual and multi-cultural dimension of teaching our school takes numerous interesting initiatives. Undoubtedly, one of them is the cooperation that we have had for many years now with different institutions which deal with teaching and promoting foreign languages: English, French and German.

We have been cooperating with our local universities; Kazimierz Wielki University in Bydgoszcz and University of Economy. We are proud to say that among our teachers there are university lecturers. Our students have the opportunity to take part in lectures and classes organized by university faculties or take part in different meeting and lectures given by university professors and specialists in the fields the students are interested in.

The Polish French Association and *Alliance Française* are the institutions which we have been cooperating with as part of making the French language popular and the culture of the French speaking countries.

We are also deeply involved in the realization of European Educational Programme Erasmus plus.

Thanks to our cooperation with schools from Spain, Portugal, Italy, Romania and Turkey our students may get to know the culture and history of these countries. Students and teachers cooperating with one another break stereotypes, become more tolerant in relation to other countries and nations since they look at these countries from their friends' perspectives.

Of course, English is the language of communication during all working meetings, correspondence and discussing particular topics, which contributes to the increase of language competence of students and teachers.

XI ORGANIZING LANGUAGE COMPETITIONS

The German language - language competitions organized by IX Liceum Ogólnokształcące imienia Tadeusza Nowakowskiego z Oddziałami Dwujęzycznymi w Bydgoszczy

German speaking countries – language, knowledge and culture competition for secondary school students – a two stage competition for secondary school students from Bydgoszcz and the region.

The main objectives of the competition:

- make students interested in German speaking countries;
- increase of motivation to develop language skills;
- extend students' knowledge in the scope of culture;
- make the literature of German speaking countries popular;
- motivate students to active, independent work.

School German Culture Competition in the German language 'Landeskunde – Wettbewerb' for secondary school students.

The English language - language competitions organized by IX Liceum Ogólnokształcące imienia Tadeusza Nowakowskiego z Oddziałami Dwujęzycznymi w Bydgoszczy

The school organizes numerous, important and prestigious language competitions for students in the entire region. The school is the centre of the annual English language and culture competitions. Qualifying to the final stage as well as winning it gives each student extra points which are taken into consideration during the official process of enrolment into our school.

English is everywhere – a language competition for primary school students.

Regional English language competition for high school students.

USA – culture competition for high school students.

LITERATURE AND ME - FRENCH LANGUAGE TRANSLATION COMPETITION.

XII PROMOTION OF LANGUAGES AND CULTURE OF DIFFERENT NATIONS BY MEANS OF MAINTAINING A SCHOOL THEATRE GROUP

MC Company, our school theatre group, was established to promote the culture and language of English speaking countries. It is based on thorough study of literary texts and films based on these texts. The aim of all practice sessions is to produce a play from a very beginning to the very moment of showing it on the stage during a live performance at several theatre festivals and competitions.

The whole work of preparing a play starts with writing the script which is based on the literary text and is somehow related to numerous cultural symbols. Therefore, the final product may be a mixture of several plays and films or suchlike. The final product provide the audience with great entertainment where everybody is able to recognize pictures of general culture and culture related topics.

The group has rehearsals once or twice a week depending on the time we have to prepare to yet another competition. However, we also produce plays for our school on numerous occasions. So far, the group has won several competitions at local, regional, national and international levels.

Apart from regular rehearsals and competitions students are also involved in making culture and language projects. Annually there are two sessions, one in winter when students present their film projects based on literature and one in summer when students present live projects based on English cultural shows.

XIII LEARNING OF THE HOST COUNTRY LANGUAGE AND CULTURE

Trained teachers guide classes for foreigners. According to the programme foreign students have additional hours of Polish language and culture studies. The aim of the courses is to make these students acquainted with elements of Polish grammar, vocabulary and system of phonetics to enable them to easily communicate in our country. Besides, getting to know Polish culture introduces them to the host country realities of everyday life and conduct. Thus, a foreign student becomes open-minded and more self-aware of differences between countries and cultures and expresses ideas confidently in a variety of modes of communication.

XIV REVIEW OF THE SCHOOL LANGUAGE POLICY ON THE BASIS OF ‘GUIDELINES FOR SCHOOL SELF-REFLECTION ON ITS LANGUAGE POLICY’

Every two years the school’ reviews the policy on the basis of guiding questions included in the ‘GUIDELINES FOR SCHOOL SELF-REFLECTION ON ITS LANGUAGE POLICY’ (IBO 2012)

XV APPENDIXES

APPENDIX 1

SUPPORT FOR MOTHER TONGUES (APPLIES TO IBO CLASSES)

Apart from the fact that the English language is the language of instruction in the international baccalaureate programme offered by our school a lot of attention is paid to teaching the mother tongue, Polish, especially focusing on the development of language skills.

A language is an essential element of the culture of a nation, as well as it is the best reflection of this culture. The social experience of an individual as well as of the whole society is reflected in the language.

The progress of the culture of our society is shown in the demand for the language to become communicative and distinctive. School is the place and should treasure what is the most attractive in the Polish language, what associates us with the national culture and its tradition. The language is taught at school at different levels. According to that policy students have an opportunity to take part in various language competitions and successfully apply for admissions to institutions of higher education.

1. Listening and speaking:

- a. recognizing the acts of speaking and their intentions; efficient speaking with awareness of intention,
- b. using techniques of persuasion together with recognizing their value,
- c. efficient and conscious using different types of spoken Polish depending on the communicative situation,
- d. proper asking and answering questions; recognizing evocative, wrongly asked, trick and rhetorical questions,
- e. using rich semantic and phrase repertoire in variety of statements,
- f. taking effective part in a dialogue, discussion and negotiation; listening to partners' statements,
- g. active and critical listening to public statements; distinguishing the difference between fact and opinions.

2. Writing and text editing:

- a. efficient using of different types of Polish in written form depending on the communicative situation,
- b. creating longer, cohesive statements: subject analyses, preparing plans and summaries; creating titles and mid-titles,
- c. editing own and others' texts, including the use of word processor: correcting, adjusting, dividing into parts, highlighting parts of the text,
- d. changing own and others' texts: summary, shortening, developing, quoting,
- e. eliminating wrong use of means causing ambiguity of the statement,
- f. expressing by means of the basic genre forms: essay, review, and report, interpretation of a literary work or its part.

3. Reading:

- a. understanding different codes in mass culture forms,
- b. distinguishing characteristic features and understanding the function of journalistic and scientific genre, press publications,
- c. the skill and ability to comprehend literary works.

4. Understanding works of art:

- a. in the interpretive manner:
- b. in the historical manner:
- c. in the axiological and existential manner:

5. Self - education:

- a. making a synthesis of the newly studied material: combining the gathered information into the problem whole,
- b. using specialist literature: taking notes, reporting; bibliography,
- c. using other sources of information.

Language A1 SL school supported self-taught candidates

School is open for foreign students. In fact, there have always been students of different origins since the very beginning of the implementation of the IB programme at school. Supported self-taught students have been offered regular courses throughout the entire length of the programme supervised by our teachers. Polish and English teachers have been trained to supervise and advise the potential candidates.

Unfortunately, there are no teachers of other languages than English, German and/or French available at our school. However, both Polish and English teachers have been trained to supervise and advise the potential candidates. Therefore the teachers are ready to:

- advise the candidate on choosing a course of study that conforms to IB regulations
- ensure that the candidate has access to the works chosen before starting the course of study
- provide formal literacy training, giving general advice on the techniques required for such tasks as essay writing and the commentary
- give the candidate a clear idea of the course of study, the papers to be taken, their format and the link to the course studied
- provide the candidate with the document *School supported self-taught language A1: A guide for students, supervisors, tutors and coordinators*, and past examination papers
- provide the candidate with the published genre questions for the formal oral commentary specific to the examination session
- ensure that the candidate works regularly, is studying the works approved by the examiner and is preparing seriously for the examination
- supervise the work required for the world literature component
- ensure that the candidate has regular access to and is familiar with the assessment criteria and corresponding descriptions for all assessed components

APPENDIX 2

LEARNING OF THE HOST COUNTRY LANGUAGE AND CULTURE

Trained teachers guide classes for foreigners. According to the programme foreign students have additional hours of Polish language and culture studies. The aim of the courses is to make these students acquainted with elements of Polish grammar, vocabulary and system of phonetics to enable them to easily communicate in our country. Besides, getting to know Polish culture introduces them to the host country realities of everyday life and conduct. Thus, a foreign student becomes open-minded and more self-aware of differences between countries and cultures and expresses ideas confidently in a variety of modes of communication.

Polish for foreigners A1 level course

Resources:

- Student's book: Małgorzata Małolepszy, Aneta Szymkiewicz, *Hurra! Po polsku 1*

Learning outcome

Aims:

- To teach student correct pronunciation, intonation and stress
- To teach student basic language skills relating to everyday life
- To teach student basic intercultural content

Knowledge:

- Student has knowledge about the Polish phonological system
- Student is familiar with basic vocabulary and grammar structures, relating to topics such as:
 - naming people, places, relationships, interests
 - basic profile of a person
 - setting actions and events in time
 - everyday life situations and conversations
 - basic sociocultural behaviour

Topics:

1. Polish phonetical system: alphabet, pronunciation, intonation, stress.
2. Getting to know each other, introductions.
3. Personal details; profile of a person (appearance and character).
4. Daily life routine; day schedule (time, days of the week).
5. Free time, entertainment.
6. Place of residence (house, flat).
7. Shopping.
8. Meals.
9. Health.
10. At the railway station; transport – asking about information.
11. Talking about the past and the future.
12. Basic cultural information about Poland.

Vocabulary&grammar:

1. Polish phonetical system: alphabet, pronunciation, intonation, stress.
2. Vocabulary needed to develop the topic.
3. Nouns in correct case (in order of teaching): nominative, accusative, instrumental case, genitive, dative, locative case; singular and plural.
4. Adjectives in nominative; singular and plural.
5. Cardinal and ordinal numbers.
6. Personal, possessive and demonstrative pronouns in nominative; singular and plural.
7. Present tense; conjugation of selected verbs.
8. Past tense (perfective and imperfective aspect).

9. Future tense (simple and compound).

Language skills

Listening

1. Student understands the words and structures they know in short statements; simple commands, requests, questions and information (phone numbers, addresses, prices, hours of the day).
2. Student keeps up with understanding uncomplicated text, when the tempo of speaking is slow and the pronunciation is clear.

Reading

1. Student understands the meaning of simple texts from everyday life, simple questionnaire of personal data, information board writings.
2. Student is capable of reading short and simple texts with understanding (wishes, greetings, SMS, e-mail).

Writing

1. Student can describe their family, surroundings, hobbies and actions.
2. Student can fill a simple questionnaire with their personal data; note short information; make a shopping list.
3. Student can write short greetings and wishes; short information (SMS, e-mail).

Speaking

1. Student can introduce themselves and their family, say goodbye, make a request, acknowledge.
2. Student is capable of asking and answering questions about things they are familiar with.
3. Student can, in a simple way, give an opinion about topics connected with everyday life.
4. Student can participate in a short conversation (setting up a meeting, ordering meal in restaurant etc.).

Social skills

1. Student is able to cooperate in a multicultural group. They understand the need of self-education.

XIV

APPENDIX 3

ENGLISH B HL, COURSE OUTLINE

APPENDIX 4

FRENCH ALL LEVELS, COURSE OUTLINE

APPENDIX 5

GERMAN ALL LEVELS, COURSE OUTLINE

APPENDIX 6

SPANISH ALL LEVELS, COURSE OUTLINE

[Resources supporting the School Language Policy](#)

- Guidelines for developing school language policy, Published April 2008, © International Baccalaureate Organization 2008
- LEARNING IN A LANGUAGE OTHER THAN MOTHER TONGUE IN IB PROGRAMMES, Published April 2008, © International Baccalaureate Organization 2008

