

Language Policy

Hagagymnasiet

Language is fundamental in our lives, it is how we express and communicate with others, but language is also a social, cultural, and psychological foundation that makes who we are. By studying languages, we understand ourselves better and more importantly other cultures. (Shashkevich, 2023)

Language is a carrier of knowledge and is key to communication with others, alas being able to speak a language is to understand. A good command of a language is a premise to functioning, living a good life, and contributing to a democratic society. (Skolverket, 2023)

At Hagagymnasiet we recognize the critical role language plays in fostering international-mindedness, understanding of cultures, and effective communication. The policy is meant to outline the school's commitment to integrating and supporting learning languages across the curriculum. All teachers are language teachers in some capacity, and it is crucial in a multilingual society to be able to understand each other.

Transdisciplinary Approach

The school's educational model aligns with the IB framework's transdisciplinary approach, emphasizing the integration of language development across disciplines. This approach acknowledges the interconnected nature of learning and supports students in applying language skills in diverse contexts beyond traditional language classes. (Cummins 2014)

Authentic Contexts for Language Use

The curriculum is designed to provide authentic contexts for language use, aligning with educational theorists such as Lev Vygotsky, who emphasized the importance of sociocultural contexts in language development (Vygotsky, 1978). Through experiential projects, debates, and collaborative activities, students engage in meaningful language use relevant to real-world applications.

Language as a Tool for Learning

Language helps students understand the world and changes the way they approach problems. Through debates, discussions, and peer conversations, students develop language skills and share knowledge at the same time. (Mercer & Litton, 2007)

All teachers are language teachers and should integrate and support different languages in all subjects, promoting multilingualism. Using different materials to encourage discussions and offer opportunities for both written and oral expressions in different languages. Teachers aim to create language-rich environments that allow them to understand the content of the subject. (Krashen, 1981).

At Hagagymnasiet we also encourage the use of academic vocabulary to help students understand the complex ideas and concepts in its context. This is to help the students develop a cognitive academic language proficiency (CALP), and the students will be able to work with complex academic discourse. (Cummins, 2002; Mercer & Litteton, 2007) This is



through the idea of breaking down complex language tasks into manageable steps, enabling students to complete activities while gradually increasing the difficulty (Gibbons, 2002). This will make students not only communicators but through the use and understanding of languages they will be **knowledgeable**, **thinkers** with a **caring** and **principled** mind on their journey to become **lifelong learners**.

Language Acquisition

Students will be offered a range of different languages to study, student can also learn their home language if it is the means of communication in their home. They will be offered support and the opportunity to learn their home language at school.

Additional Languages

At Hagagymnasiet the students are encouraged to learn an extra language besides English and Swedish. The school offer French, German, and Spanish to cater to students' linguistic growth. 'Modern languages' (French, German, and Spanish) also give merit points towards Swedish University Admission, and the student can get their language recognized in the European Language Passport.

Links to other school policies

This policy reflects the values of the IB Programme and should be in alignment with the admission, assessment, and inclusion policy.

Admission policy

The students who apply to the IB Programme need to have a 'C' in English from the Swedish curriculum to make sure they can finish the Diploma. There will also be language support classes for students who need it.

Assessment Policy

All assessments of the courses, both formative and summative, are in English except for other language courses.

Inclusion Policy

All the students, by the Students Health Team (EHT), will be given the help they need.

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