



MATIJA GUBEC INTERNATIONAL SCHOOL

LANGUAGE POLICY



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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.

Matija Gubec International School Mission Statement

Matija Gubec International School empowers students to reach their full potential in a supportive and challenging learning environment, preparing them for an active role as confident, caring, respectful and internationally-minded lifelong learners who are ready to make a positive contribution as global citizens in a changing world.

IB Standards and Practices

As an IB World School, we are committed to the following Practices:

- The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).
- Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment at the school aligns with the requirements of the programme(s) (IB Standard C4, Practice 1).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).

SCHOL LANGUAGE PHILOSOPHY

Matija Gubec International School, in line with the IB, offers an international education that promotes intercultural understanding and “the ability to communicate in a variety of modes in more than one language¹.” The rich development of language and literacy for all learners is an essential element of the PYP and MYP at Matija Gubec International School.

Matija Gubec International School recognizes that language acquisition and development play a crucial role in each student’s personal development. In addition to promoting cognitive growth, language is an important factor in sustaining the student's cultural identity and intercultural understanding. Therefore, MG promotes foreign language and mother tongue learning in addition to English and host language learning.

At Matija Gubec International School, all teachers are language teachers because language learning is present throughout the whole curriculum. We believe the following about language learning and development:

- Student acquire the ability to think and to learn, to develop social skills and values and to acquire knowledge
- Students are encouraged to develop cultural awareness and respect
- Language learning plays a strong role in developing intercultural awareness and international mindedness
- Language learning and teaching should happen at school and at home.

The school is committed to support students who are not proficient in the language of instruction through ensuring sufficient time for their learning process and pedagogical expertise.

LANGUAGE POLICY STATEMENT

The purpose of the Language Policy is to outline the school’s philosophy on language teaching and learning. It states our main beliefs of how we view language in the school community. It states how language should be used in our school and also explains how the teaching and learning of languages is organized. It also shows how students are organized into the most appropriate language pathways to develop their learning.

¹ Learning in a language other than mother tongue in IB programmes (IB document); published in 2008

LANGUAGE POLICY ALIGNMENT

Matija Gubec International School language philosophy and policy align with the school's values and policies as outlined below:

... to the school's Mission Statement

Part of our mission statement is "preparing students for an active role as confident, caring, respectful and internationally-minded lifelong learners who are ready to make a positive contribution as global citizens in a changing world." Part of being a global citizen is learning how to communicate in a variety of ways and part of being respectful of diversity is understanding the world from different points of view: our language policy works to both of these aims because it ensures that students spend a significant amount of time learning an additional language while modelling respect and support for those whose mother tongue is some other than English.

...to IB's principles

Matija Gubec International School Language Policy reflects the IB concept of communication since the students are required to learn a language in addition to their mother tongue thereby encouraging them to broaden their communication skills. The language policy supports the IB's holistic approach to education as it honours and supports the linguistic background and knowledge of the students and community. Finally, the language policy supports the philosophy of international education nourishing the idea of working across boundaries, cultural and national, to gain an understanding of alternative perspectives.

...to the school's Academic Honesty Policy

Our language policy aligns with our academic honesty policy in that students are supported, where possible, to learn through their mother tongue; this flexibility decreases the pressure students might otherwise feel to copy and paste information from English language sources when conducting research. Instead, students can choose (where possible and appropriate) to work from multilingual sources without feeling badly about doing so.

...to the school's Inclusive Education Policy

Our language policy aligns with our inclusive education policy in that we require all students to enrol in a language acquisition course unless their Individual Education Plan (IEP) specifies otherwise. An IEP would only suggest otherwise if such a plan were in the best interests of the student under recommendation by relevant specialists.

...to the school's Assessment Policy

Our language policy aligns with our assessment policy because our assessment policy is directly applicable to all of our learners – regardless of their linguistic background. The flexible nature

of our assessment policy allows students to communicate their knowledge even when their language skills hinder their understanding of a certain topic.

IB LEARNER PROFILE

The core of International Baccalaureate programs is the IB Learner Profile and the Matija Gubec International School celebrates the promotion of these student attributes:

- Inquirer – acquires skills for purposeful, constructive research
- Thinker – applies thinking skills critically and creatively to solve complex problems
- Communicator – receives and expresses ideas in more than one language including the language of mathematical symbols
- Knowledgeable - develops knowledge deeper and with greater understanding and apply knowledge to global, local and personal situations
- Risk-taker – approaches unfamiliar situations with confidence
- Principled – displays integrity, honesty and a sense of fairness and justice
- Caring – develops a sense of personal commitment to action and service
- Open-minded – respects the views, values and traditions of other individuals and cultures and is accustomed to seeking and considering a range of points of view
- Balanced – understands physical, mental and personal well-being
- Reflective – analyses own strength and weaknesses.

SCHOOL LANGUAGE PROFILE

Languages of teaching and learning	Language and Literature: English and Croatian Language Acquisition: English, German, French, Italian, Chinese
Languages of instruction and communication used in the school and outside the classroom	English
Host language	Croatian
The range of mother tongues in the school community	At the time of writing and revising the Language Policy, the following mother tongues are represented in our student population: Albanian, Bulgarian, Chinese, Croatian, Czech, Dutch, English, Estonian, Greek, Hungarian, Indonesian, Italian, Japanese, Kazakh, Korean, Macedonian, Montenegrin, Persian, Polish, Romanian, Russian, Serbian, Slovakian, Slovenian, Spanish, Swedish, Turkish and Ukrainian.

Teaching and learning at Matija Gubec International School is given in the following languages: English as the language of instruction for all students, Croatian as the host country language and German, French, Italian and Chinese as additional languages offered from grade 4 onward.

LANGUAGE OF INSTRUCTION

The language of instruction for all students in the PYP and MYP programme is English. All school documentation, communication and interaction with parents and students is conducted in English. We understand that all students analyse, comprehend and progress in language at a different pace but developing a fluency in the language of instruction is the end goal for all students.

HOST LANGUAGE

As required by the Ministry of Science and Education, all Croatian nationals are to attend Croatian Language and Literature classes. Students with prior knowledge of the language are enrolled in Croatian Language and Literature, while students with little or no prior knowledge of the language are to attend Croatian Language Acquisition classes.

MOTHER TONGUE SUPPORT

Matija Gubec International School continuously reinforces mother language learning recognising that mother-tongue development is important in students' cognitive development and general performance. The school aims to enable students to retain a positive attitude towards their mother tongue by showing acceptance of cultural identity, and encourages students to continue developing their own knowledge and fluency in their mother tongue. Whenever possible, students share their cultures and mother tongue during class time.

The following measures are in place to support mother tongue maintenance:

- The school library undertakes to include literature in a range of languages representative of the school population.
- Parents and second language students have opportunities where appropriate to share stories/drama etc. in their own language (International Mother Tongue Day, World Storytelling Day, Students-To-Students: Mother Language Courses, Students-To-Students: Geography Lessons). One of the functions of such activities is to reinforce awareness that although these students may have difficulties operating in English, they do have fluency in their native language. This is also a way of sharing culture and of making explicit the fact that language is a part of culture.
- The school supports mother language learning through offering space (classrooms), resources (technical equipment, books) and schedule flexibility to families and foreign embassies willing to bring in extra mother tongue tutors for the students.

- The school reinforces other aspects of mother language learning through organizing various cultural events and field trips that support language learning and intercultural understanding.
- The school also encourages parents to keep up mother-tongue development at home (reading, writing, speaking and audio-visual).

The role of our school library

The library carries a collection of mother tongue resources, including Arabic, Chinese, Turkish, Dutch, French, Italian, German, Spanish, Portuguese, Hungarian, Slovenian and Polish titles. A few years ago the school, with the help of donations from parents, started an international library, which is growing every year. Students are also encouraged to research subjects in their mother tongue, thus, accelerating their acquisition of knowledge and increasing their subject specific vocabulary. We are committed to increasing the availability of these resources.

Education in the language and script of national minorities

Members of national minorities are guaranteed the right to education in their language and script as defined by the *Constitution of the Republic of Croatia, Constitutional Law on the Rights of National Minorities* and the *Law on Education in the Language and Script of National Minorities*.

Members of national minorities have the opportunity to education in their mother tongue at all levels of education, from pre-school to post-secondary education in the schools of the City of Zagreb: Albanian, Czech, Hungarian, Macedonian, Polish, Russian, Slovenian and Serbian.

In a school that teaches the curriculum in language and culture for members of national minorities (Model C: nurturing language and culture; represented with 2-3 lessons per week), in accordance with the *Law on Education in the Language and Script of National Minorities*, student is evaluated - the mother tongue and culture of national minorities numerical grade and the score is entered in the Final Report Card (optional subject).

INTERCULTURAL AWARENESS AND CULTURAL IDENTITY

Matija Gubec International School uses language to promote the IB fundamental concepts - holistic learning, intercultural awareness and communication. We recognise that language is a key to exploring and sustaining cultural identity and celebrating cultural diversity. The school uses its language programmes to encourage the qualities, attitudes and characteristics identified in the IB learner profile, which promotes responsible citizenship. The school aims to enable students to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

RESOURCES

The course books are provided by the school. The resources used in the language teaching are available at the school library.

PROFESSIONAL DEVELOPMENT

At Matija Gubec International School, all teachers are language teachers because language learning is present throughout the whole curriculum. Since students learn about language and through language, we understand that all teachers are responsible for the language development of students in the school.

Our teaching staff is expected to attend a wide range of required trainings and professional development meetings, such as in-school workshops, regional workshops and conferences organized by the Croatian Education and Teacher Training Agency, as well as professional development events organized by the IB. The language teachers regularly attend IB and other language related conferences and seminars as a part of their life-long professional development. In addition, they individually follow all the latest trends in language teaching and are encouraged to suggest professional opportunities to the Principal and Coordinators.

The language teachers in the MYP programme have a university degree in literature and language that they teach.

CURRICULUM

Subject overviews are available to the whole school community.

PRIMARY YEARS PROGRAMME

Our PYP program embraces the transdisciplinary nature of language acquisition and learning. Due to the manifold language context of the program, all the main skills such as reading, writing, speaking and listening are taught in English through various classroom engagement. In consequence, the school provides all of its students with an English setting allowing English immersion.

Students are also encouraged to practice any language they may be learning or converse in their mother tongue with others who know the same language. However, they are also asked to be sensitive to other members of their group, and are encouraged to choose a language the entire group can understand so that no one feels isolated.

In addition to English and Croatian, PYP programme at Matija Gubec International School caters for a number of other languages. French, German and Italian are offered to students at language clubs from grade 1 to grade 3, and as graded optional subjects from grade 4.

ENGLISH LANGUAGE AND LITERATURE and ENGLISH LANGUAGE ACQUISITION

In order to facilitate the assimilation of students with no or little prior knowledge of English, English language is represented through two types of classes; English Language and Literature (for students with prior knowledge of English capable of following classes of all subjects in the English language), and English Language Acquisition for students with little or no prior knowledge of the English language. English Language and Literature and English Language Acquisition classes are held simultaneously and both taught four times per week.

Students attending English Language Acquisition classes are to join English Language and Literature classes when they reach the level of language knowledge required for attending the English Language and Literature program (when their skills in all four language areas enable them to master the English Language and Literature curriculum). In addition, students with no prior knowledge of English are to attend English language support classes, based on a so-called pull-out system, where students are pulled out of their regular classes to attend special support classes. Students will be required to attend support classes until they are ready and able to easily follow English Language Acquisition classes.

CROATIAN LANGUAGE AS THE HOST LANGUAGE

As required by the Ministry of Science and Education, all Croatian nationals are to attend Croatian Language and Literature classes. Students with prior knowledge of the language are enrolled in Croatian Language and Literature, while students with little or no prior knowledge of the language are to attend Croatian Language Acquisition classes.

LANGUAGE ADMISSION

We do not require any prior knowledge of English for the children to start the program in preschool. Since our primary language of instruction is English, children have sufficient language immersion during preschool experience to be linguistically prepared for school language requirements later on in grade 1.

As we continue with English being our primary language of instruction, at school children require a sufficient amount of language knowledge to follow the curriculum and take part in all activities. Therefore, all candidates undergo a language admission process consisting of an informal interview with our PYP coordinator followed by a short math/language competence test. The tests are not marked or graded in any way as they provide an excellent opportunity for the coordinator to interact with the prospective students and assess their language competence. All the observations serve as a basis for enrolling into English Language and Literature, English Language Acquisition and English language support programs.

ASSESSMENT

Students are assessed in their development of oral language, written language, and visual language including viewing and presenting. While the end product is often assessed as an indicator of growth, the process is also vitally important and informally assessed. Students are given feedback based on both their progress in line with individual learning goals, and our state standards using a variety of strategies and tools.

MIDDLE YEARS PROGRAMME

The school's Middle Years Programme includes:

- Language and Literature course - English and Croatian
- Language Acquisition course - English, Croatian, German, French, Italian and Chinese.

English, being the language of instruction in MYP is offered as one of the two Language and Literature courses. English Language learners are either Language Acquisition students or Language and Literature students based on their current language level.

All Croatian nationals are obliged to attend the Croatian Language and Literature classes. Croatian nationals and students with prior knowledge of the language are enrolled either in Croatian Language and Literature or Croatian Language Acquisition classes according to the initial testing. Foreign nationals attend Croatian Language Acquisition classes, Phase 1 or 2. The phases represent a developmental continuum of additional language learning.

Besides English and Croatian, the student **is obliged to choose one of the offered Language Acquisition courses**: German, French, Italian and Chinese. If there is a student whose level of English is not sufficient to follow regular classes, they could be excused from attending a second Language Acquisition class. In that case, they are obliged to attend English Language Support (ELS) classes. No student is excused from Croatian language acquisition (host language). In some cases the Individual Educational Plan (IEP) can suggest releasing from Language Acquisition for students with special educational needs if such a plan were in the best interests of the student.

ENGLISH LANGUAGE POLICY

English Language and Literature & English Language Acquisition

Based on placement test students are placed either in the English Language and Literature or English Language Acquisition class. English Language and Literature and English Language Acquisition course is represented with four lessons per week.

English Language and Literature course is generally defined as the student's mother tongue or the language in which they have achieved the level of proficiency close to that of the native speaker. English Language Acquisition course is attended by students whose level of the initial testing corresponds to a particular Phase of Language Acquisition. Students arriving to our school sometimes have little or no knowledge of English. Therefore, it is possible that students in Language Acquisition classes are at different levels (Phases 1-4). The school's goal is that English Language Acquisition learners acquire the necessary fluency and reach Phase 4 and then join an English Language and Literature course. When a student joins an English Language and Literature class and demonstrates success at this level over an extended period of time, they will no longer be able to return to an English Language Acquisition class.

ELS – English Language Support

We provide education to children of many different nationalities whose level of English proficiency varies greatly. Some have no, or very little knowledge of English when they arrive.

ELS programme is organised for students who have limited competence in English and experience difficulties in coping with mainstream lessons in English. These are small groups of students, so their individual needs are met appropriately through targeted language training. The school's ELS programme is provided through a combination of **pull-out** (small group instruction with the English language teacher taking place in parallel to regular classes) and **in-class/inclusion** (additional support in the mainstream class, differentiation based on knowledge, interest, learning styles).

CROATIAN LANGUAGE POLICY

It is the requirement of the Ministry of Science and Education of the Republic of Croatia for Croatian nationals to attend Croatian Language and Literature course and for foreign nationals to attend Croatian Language Acquisition course. As a mother tongue, Croatian is offered in each year of the MYP programme: four lessons per week. As the host language, Croatian Language Acquisition course is offered in each year of the MYP programme and represented with two lessons per week.

Host Language

Foreign nationals attend Croatian Language Acquisition classes. Croatian Language Acquisition is currently offered from phase one to two, with possible extensions up to phase three.

The students are provided with learning opportunities appropriate to their level of ability and background for learning Croatian. Students visit museums, libraries, cultural centres, theatres and cinemas where they have an opportunity to use the host country language in context and gain an insight into the host country's culture. Students also have the opportunity to actively use the Croatian language throughout daily interactions with the Croatian students. Teachers from both departments (international and national) plan activities when students work and communicate with each other (Students-To-Students classes, library activities, service activities, field trips, International Mother Tongue Day, World Storytelling Day, Sport Day and other school events and performances) and seek ways to collaborate in subject areas that they have in common.

CLS – Croatian Language Support

Croatian Language Support classes are exclusively intended for those students who attend Croatian Language and Literature course.

LANGUAGE ACQUISITION

The objectives of MYP language acquisition encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The student's knowledge and understanding will be developed through:

- learning language
- learning through language
- learning about language.

MYP language acquisition course is offered at three possible levels:

1. Emergent level students - phase 1 and 2
2. Capable level students - phase 3 and 4
3. Proficient level students - phase 5 and 6.

MYP students at Matija Gubec International School are offered to take French, Italian, German and Chinese as their language acquisition course. French, Italian, German and Chinese classes are represented with two classes per week.

Students choose their Language Acquisition course when entering the MYP and are required to follow the continuum of the same language until their last year in the MYP.

MYP students at Matija Gubec International School are grouped into phases in language acquisition. In accordance with the IB recommendation, classes cater to students operating in no more than two phases. Teachers differentiate instruction to meet the needs of the various language acquisition levels and learning styles of students placed in small mixed-ability groups which follow the continuum of two phases. French, Italian, German and Chinese are currently offered from phase one to two, with possible extensions up to phase three.

Phase-specific language acquisition objectives

Language acquisition objectives for emergent, capable and proficient levels

	Emergent Phase 1–2	Capable Phase 3–4	Proficient Phase 5–6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
Objective A: Listening			
i.	Identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple authentic texts	Identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts	Identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts
ii.	Analyse conventions in a wide variety of simple authentic texts	Analyse conventions in a wide variety of simple and some complex authentic texts	Analyse conventions in a wide variety of complex authentic texts
iii.	Analyse connections in a wide variety of simple authentic texts	Analyse connections in a wide variety of simple and some complex authentic texts	Analyse connections in a wide variety of complex authentic texts
Objective B: Reading			
i.	Identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple authentic texts	Identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts	Identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts
ii.	Analyse conventions in a wide variety of simple authentic texts.	Analyse conventions in a wide variety of simple and some complex authentic texts	Analyse conventions in a wide variety of complex authentic texts
iii.	Analyse connections in a wide variety of simple authentic texts	Analyse connections in a wide variety of simple and some complex authentic texts	Analyse connections in a wide variety of complex authentic texts
Objective C: Speaking			
	Phase 1–2	Phase 3–4	Phase 5–6
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii.	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner
iv.	communicate almost all the required information clearly and effectively	communicate all the required information clearly and effectively	communicate all the required information clearly and effectively
Objective D: Writing			
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii.	organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices
iv.	communicate all the required information with a clear sense of audience and purpose to suit the context	communicate all the required information with a clear sense of audience and purpose to suit the context	communicate all the required information with a clear sense of audience and purpose to suit the context

PLACEMENT IN LANGUAGE ACQUISITION COURSES

Depending on their prior additional language learning experiences, students may start their MYP language acquisition course in any phase on the continuum. However, students with no prior knowledge of the language they wish to study in the MYP should start in Phase 1.

Student placement in MYP language acquisition courses is based upon the levels achieved in the PYP, previous MYP years and overall student performance both in class and on summative assessments according to the MYP criteria of assessment, placement test and teacher recommendation.

For students new to Matija Gubec International School, upon entry, a placement test will be given by the language teacher to ensure the student studies his/her additional language at a level that will lead to success. The placement test takes into consideration the MYP Language Acquisition continuum and global proficiency table as prescribed in the MYP Language Acquisition Guide. It will entail the following four major sections:

1. visual interpretation component (images with some/no text stimuli).
2. reading comprehension component (based on phase specific outcomes as prescribed in the MYP Language Acquisition Guide)
3. writing component (based on phase specific outcomes as prescribed in the MYP Language Acquisition Guide)
4. oral component (brief 2-3 minutes question-answer session to assess the speaking skills).

Transition from one phase to another

Transition from one phase to another is determined by the language teacher and based on data gathered in formative and summative assessments throughout the year. In addition all students at Matija Gubec International School take the placement test, respectively called, End Of Phase-1 Test, End Of Phase-2 Test etc. to determine their progression between the phases. The placement test will be taken at the end of the academic year. New students will also take the same test during their first week of studies in school, considering the number of years they have been exposed to the language. In addition to the test results, "best-fit" approach will be applied to determine the student's placement in the phase that corresponds to their linguistic competencies.

Regardless of what phase(s) the class is being taught, differentiation is critical as each student moves along his/her individual language learning continuum.

It is important to note that we are continuing to refine the phases that the courses are being taught based on students' language acquisition level.

DIFFERENTIATION TO SUPPORT LANGUAGE LEARNING

Language learning occurs in every classroom and in every subject group in the MYP because we recognize that language stands at the centre of the many interdependent cognitive, affective, and social factors that shape learning. Because of this reality, teachers attend to the various language needs of their learners. For those whose mother tongue is not English, our main language of instruction, students may receive classroom support through a variety of the differentiation strategies:

- use of visuals
- buddy system for speaking mother tongue
- access to readings in advance
- access to graphic organizers
- adapted tasks so as to make tasks less dependent on large amounts of writing when writing is not the objective
- checks for understanding in ways that require students to respond with more than a yes, or smile and nod because we know that many cultures view this as being polite and respectful despite the respondent's actual lack of understanding
- additional time to complete a task
- where the assessment is not specific to the language, students may respond in their mother tongue or use language aids like dictionaries or translators
- descriptive body language alongside verbal explanations
- tasks designed to empower peers in offering one another feedback
- tasks designed to discourage the reliance on a digital translation software or program
- activation of students' prior understanding, using the mother tongue and other languages when appropriate
- demonstrations of the learning objective or task
- learning structures designed to enable students to work in small, collaborative groups

Arrangements for differentiation to support language learning within the classroom

Differentiation is guided by three characteristics:

- *Differentiation by readiness* where the teachers follow the main principles: concrete to abstract, simple to complex, slow to fast, structured to open-ended, dependent to independent.
- *Differentiation by interest* where teachers follow the main principles: develop efficient ways of sharing interest-based findings, create open invitations for student interest, keep an open eye and open mind for students with a serious passion and link interest-based exploration with key components of the curriculum. Our teachers use different strategies that support interest differentiation.
- *Differentiation by learning profile* principles remind us that some, but not all students share learning preferences - helping students to reflect on their own preferences, use both teacher structured and student-choice avenues to the learning-profile differentiation. The teachers are aware of learning style, intelligence, culture-influenced and gender based preference factors. Teachers use different strategies that support learning-profile differentiation.

Teachers also differentiate content and resources, process and products.

ADMISSION AND PLACEMENT – Language level requirements

Upon application parents 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 students are invited to take placement tests before they start school. Placement tests are designed to ensure students are placed in the appropriate grade level, language course and phase within the language chosen.

Based on English placement test students are assigned either to the English Language and Literature or English Language Acquisition class. Additionally, new students are monitored in the first week after arrival to further determine their level of proficiency in English. All teachers work collaboratively to assess the student's level of active and passive knowledge as well as anticipating possible problems in other non-linguistic subjects.

If a student is an ELS candidate, they are placed in the ELS programme. The ELS teacher cooperates with homeroom and subject teachers and enables the student to progress at their level of English as well as to learn subject specific terminology and concepts. They attend ELS classes until the ELS teacher judges that they can normally attend regular classes in English.

ASSESSMENT

Continuous assessment to check understanding is an integral part of the language programme. Assessment is carried out according to the IB guidelines and school's assessment policy. Students are assessed in a variety of ways through both formative and summative assessments. The most frequently used strategy to assess language learning is observation, followed by open-ended tasks, performance assessment, selected responses, peer and self-assessment and the teachers' immediate feedback.

MYP assessment is criterion-based. Croatian and English Language and Literature are assessed according to the Language and Literature criteria. English, Croatian, German, French, Italian and Chinese Language Acquisition are assessed according to the Language Acquisition criteria.

Language and Literature Objectives

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to do, or do better, as a result of studying the subject.

At the end of year 1 student should be able to:

A: Analysing

- i. identify and comment upon significant aspects of texts
- ii. identify and comment upon the creator's choices
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. identify similarities and differences in features within and between texts.

B: Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text

- i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to support ideas.

D: Using language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques

At the end of year 3 student should be able to:

A: Analysing

- i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among text
- ii. identify and explain the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. interpret similarities and differences in features within and between genres and texts.

B: Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text

- i. produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to support ideas.

D: Using language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques

Language Acquisition Objectives

A: Listening

Comprehending spoken language presented in multimodal text encompasses aspects of listening and viewing. The process involves the student in interpreting and constructing meaning from spoken and multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, or gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit spoken information in multimodal texts)
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal text.

B: Reading

Comprehending written language presented with multimodal text encompasses aspects of reading and viewing. It involves the student in constructing meaning and interpreting written, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit written information in multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal text.

C: Speaking

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts). When speaking in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness. This is the use of the language system, including their use of grammar, pronunciation and vocabulary.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- use spoken language to communicate and interact with others
- demonstrate accuracy and fluency in speaking
- communicate clearly and effectively.

D: Writing

This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. When writing in the target language, students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways. They develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- use written language to communicate with others?
- demonstrate accurate use of language conventions
- organize information in writing
- communicate information with a sense of audience and purpose.

COOPERATION WITH THE INSTITUTES

Matija Gubec International School cooperates with the Confucius Institute, the Goethe Institute, the French Cultural Institute, the Italian Cultural Institute and the Institute of Croatian Language and Linguistics.

In cooperation with the Confucius Institute our school organises the Chinese language classes for both national and IB programme students. In addition our school hosts a variety of cultural events – Chinese New Year, Chinese Cultural Week etc.

In cooperation with the French Cultural Institute our school hosts the Francophonie Day that showcases the performances in French by students and teachers from the primary and secondary schools of the City of Zagreb. Our students also take part at the DELF exam (*Diplôme d'Etudes en Langue Française*). The DELF is an official diploma issued by the French Ministry of Education to certify the French skills of foreign students and French people who come from a non-French-speaking country. French classes in MYP2 and MYP3 are supported every second week by the French lector who works on the students' pronunciation and participates in preparing students for the DELF exam.

In cooperation with the Goethe Institute our students are offered to take the *Deutsches Sprachdiplom* that they prepare for during the Extra German classes.

LEARNING OUTSIDE THE CLASSROOM AND FIELD TRIPS

Matija Gubec International School organises visits to museums, libraries, cultural centres, theatres and cinemas where students have an opportunity to use the host country language in context and gain an insight into the host country's culture. Matija Gubec International School regularly organises the field trips to the German-, Italian- and French-speaking countries in order to promote optimal learning opportunities for enhancing students' language competencies and proficiency.

SPELLING PROTOCOL

At Matija Gubec International School spelling protocol has adopted an open approach to British and American spelling. Both are acceptable but we use one or the other consistently.

Teachers use the approach shown in a table for spelling and language mistakes.

Symbols for correcting essays

	Wrong spelling	The <u>manager</u> is a woman.	The manager is a woman.
	Grammatical mistake	She is <u>playing</u> tennis every Sunday.	She plays tennis every Sunday.
	Stylistic mistake	Then, she saw a <u>big</u> door.	Then, she saw an immense oak door.
	Unnecessary word	The students <u>them</u> study all the time.	The students study all the time.
	Insert	Please don't <u>me</u> that question anymore.	Please don't ask me that question anymore.
	New paragraph		
	Confusing sentence/passage		
	Wrong word	The apple is <u>delicious</u> .	The apple is delicious.
	Word order	Friday <u>is always</u> very busy.	Friday is always very busy.

COMMUNICATION OF THE LANGUAGE POLICY

The language policy is listed with the other school policies on the School's website.

POLICY REVIEW PROTOCOL

Matija Gubec International School Language Policy is a working document. Since language is “not static, a language policy needs to be dynamic and flexible so that it can evolve with the changing needs of the school population.” This policy is reviewed and revised every two years by the language teachers, other subject teachers and programme coordinators. After the first draft has been made, the policy is sent to parents who have two weeks’ time to send their amendments back to the programme coordinators. The final version is issued after all of the amendments have been taken into consideration and discussed. The policy is available to the whole community via school web-site. The development of our language policy has been and continues to be a collaborative process involving the language teachers, other subject teachers, programme coordinators, head of school, students and the parent community.

References

- 1/ **MYP: From principles into practice.** Cardiff: International Baccalaureate Organization, 2014 (updated 2017)
- 2/ **Programme standards and practices.** Cardiff: International Baccalaureate Organisation, 2014 (updated 2016)
- 3/ **Language and learning in IB programmes.** Cardiff: International Baccalaureate Organisation, 2011
- 4/ **Learning in a language other than mother tongue in IB programmes.** Cardiff: International Baccalaureate Organisation, 2008
- 5/ IBO. Primary Years Programme, Middle Years Programme and Diploma Years Programme. **Guidelines for developing a school language policy**, PDF (2008). International Baccalaureate Organisation.
- 6/ IBO. Primary Years Programme, Middle Years Programme and Diploma Years Programme. **Guidelines for school self-reflection on its language policy**, PDF (2012). International Baccalaureate Organisation.
- 7/ **Language and Literature Guide.** Cardiff: International Baccalaureate Organization, 2014 (updated 2017)
- 8/ **Language Acquisition Guide.** Cardiff: International Baccalaureate Organization, 2020
- 9/ **Making the PYP happen.** Cardiff: International Baccalaureate Organization, 2009