

Spojená škola, Pankúchova 6, Bratislava

Organizačné zložky: Gymnázium, Pankúchova 6, Bratislava

Základná škola, Pankúchova 6, Bratislava



Language Policy

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Mission Statement at Spojená škola, Pankúchova 6

We aim to share and apply a common philosophy – a commitment to a high quality, challenging, international education founded in the principle of linking theory, practice and real-life situations. We promote international mindedness whilst respecting and supporting the development of students' needs and their unique personalities and supporting them to become multilingual lifelong learners who help to create a peaceful and better world.

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.” (from www.ibo.org/)

Purpose of the Language Policy

Our language policy is a working document developed by staff and administration from each school programme. The policy is consistent with the stipulated principles and practices of the IB. This document outlines our school's linguistic and academic goals and defines the programme designed to help our students achieve these goals. This policy is intended to provide an overview and guiding principles for language learning at Spojená škola, Pankúchova which permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a statement of agreement—one to which the staff and the community at Spojená škola, Pankúchova are asked to commit to so our school can achieve its mission.

A Language Philosophy at Spojená škola, Pankúchova

At Spojená škola, Pankúchova in Bratislava we create a challenging and motivating multilingual environment. The language is viewed as a tool for making the world in which every student is a unique person with a cultural set of experiences, skills and interests, which must be considered in the teaching and learning process. The main aim of the school language policy is to enable students to study in the language of instruction along with the regional and national language to develop confident, curious, highly proficient and enthusiastic readers, writers, viewers, presenters, speakers and listeners.

In our school we recognise that language is central to learning and all the teachers are responsible for the language development of the students and are responsible for facilitating communication through the planning and teaching. The language of instruction is English, however, equally important to the school is the belief that each student should have the opportunity to maintain and develop their mother tongue(s). It is important for us to develop children's mother tongue, as well as other languages according to their needs to become multilingual students and citizens.

B School Language Profile

Many of our students speak English as an additional language. All of our administrative and teaching staff speak English and many are fluent in at least one other language. The following points summarize the language profile of students studying at Spojená škola, Pankúchova 6.

1. Majority of students have Slovak as their mother tongue /native language
2. A small percentage of students have a different language than Slovak Language.
3. Most of the students come to school as learners of English as the second language.
4. English is the language of instruction acceptable to all the students.

As we see Slovak and English are both important languages in the school and we would like to develop our mother tongue. We are going to use both languages as level A.

English is the language of instruction in all the sections of the international section of school and it is taught as the primary language.

C Language Provision

As an international school community, Spojená škola, Pankúchova 6 provides four language programmes to support the diverse needs of our students and families. These programmes are:

1. Language of Instruction
2. Language Acquisition
3. Host-country Language
4. Mother tongue

D Staff

All teachers of the language department are qualified language teachers with a university degree but not necessarily native speakers. All PYP core subject teachers and language teachers are qualified teachers with a university degree.

Other Activities That Support Language Development

- Learning environment - We have created a suitable environment, classrooms and school routines that help develop students' language skills and interest.
- Library programme/ reading programme in the library - The library is opened daily and provides an environment for weekly lessons. Students are able to borrow books from a growing number of books in the library.
- Reading Badges Programme - Extra reading lists for all grades
- DEAR – drop everything and read – a curricular activity encouraging students to focus on reading

E Responsibility for Implementation and Regular Revision

All teachers are responsible for implementation of the school Language Policy. The head of the International School and Programme coordinator are responsible for the supervision of the implementation and regular revision of the policy according to students' and school's needs.

References:

- From principles into practice: Cardiff: International Baccalaureate Organisation (2018)
- Language policy: International Baccalaureate Organisation (2014)
- Reviewing a **language policy: International Baccalaureate Organisation (2018)**

Primary Years Programme

1. Language of instruction

As the language of instruction across the curriculum, all students study English Language as a subject in its own right and in support of access to and success in the wider curriculum. All subjects and lessons, with the exception of Slovak lessons (Host-country Language), are taught in English. Every teacher is responsible for the development of students' subject-specific academic English proficiency.

Language Programmes Offered

Language A English is taught to all students in PYP, who have a high standard of English, or English is their mother tongue. (At PYP level, five lessons a week).

Language A Slovak is taught from the year 1. Lessons are scheduled four times a week, as the majority of our students are native Slovaks. It follows the Slovak national curriculum.

Language B Slovak Beginners is provided for students who have no previous knowledge of Slovak in grades 1-5. It is organised twice a week at the same time as Language A Slovak and once per week is organized in the afternoon. It follows the Slovak national curriculum.

Language B Slovak Advanced is provided for students who have a little knowledge of Slovak Language in grades 3-5. It is organised twice a week at the same time as Language A Slovak. It follows the Slovak national curriculum.

2. Language Acquisition

The study of additional languages is fundamental to the globally-minded nature of our international school community. The most important consideration is that the subject should be a challenging educational experience for the student offering the means of appreciating and effectively interacting in a culture different from the student's own.

Language provision is dependent on student interest and staffing each academic year.

Language Programmes Offered

PYP 5 students at Spojená škola, Pankuchova 6, Bratislava take German, Spanish or French as their language acquisition courses. The French, Spanish or German language acquisition courses are provided, according to CEFR, from the A1 level to B1 level and the English language acquisition courses are provided from the level A1- A2 to the level B2.

3. Host-country Language

Slovak is the official language of Slovakia and is important for Slovak and non-Slovak to learn in their roles as global citizens in our local context.

From grade 1 to DP all students study Slovak unless otherwise receiving EAL support. In IB Diploma Programme students may choose Slovak A Literature. Group 1: Studies in Language and Literature.

Slovak aims to meet the national curricular requirements for Slovak for both Slovaks and non-Slovaks students.

Language A Slovak is taught from year 1. Lessons are scheduled four times a week, as the majority of our students are native Slovaks. It follows the Slovak national curriculum.

Language B Slovak Beginners is provided for students who have no previous knowledge of Slovak in grades 1-5. It is organised twice a week at the same time as Language A Slovak and once per week is organized in the afternoon. It follows the Slovak national curriculum.

Language B Slovak Advanced is provided for students who have a little knowledge of Slovak Language in grades 3-5. It is organised twice a week at the same time as Language A Slovak. It follows the Slovak national curriculum.

4. Mother tongue

The maintenance of the home language enriches personal and academic growth and helps facilitate international understanding

The majority of our students are either native Slovaks, or children of Slovak parents migrating due to job transfers. Slovak parents as well as the Slovak governing body strongly desire and require that children learn their native language, therefore our school offers Slovak Language A in every grade 4 times per week.

The school strongly encourages all parents to continue providing instruction of their mother tongue to children, since this is vital for the development of their cognitive skills. After appropriately developing their mother tongue skills, students have attained high quality general language skills, providing a good foundation for studying all languages, including the school's language of instruction which is English. Appreciation of students' mother tongues increases their self-esteem and makes them proud of their language, country and culture.

To facilitate this, the school encourages students to use their mother tongue dictionaries for reference. The school also offers the use of classrooms, after school, to any groups of parents who would like to organise lessons with a teacher that they provide themselves.

5. References

- Diploma Programme: From Principles into Practice. Geneva: International Baccalaureate Organization, 2015.
- Language and learning in IB programmes. Geneva: International Baccalaureate Organization, 2014.
- Making the PYP happen. Geneva: International Baccalaureate Organization, 2009.
- Primary Years Programme: From Principles into Practice . Geneva: International Baccalaureate Organization, 2018.
- Programme standards and practices. Geneva: International Baccalaureate Organization, 2014.

Middle Years Programme

1. Language of instruction

As the language of instruction across the curriculum, all students study English Language as a subject in its own right and in support of access to and success in the wider curriculum. All subjects and lessons, with the exception of Slovak lessons (Host-country Language), are taught in English. Every teacher is responsible for the development of students' subject-specific academic English proficiency.

Students who are not meeting standards on classroom language assignments, classroom assessments, or standardised tests receive appropriate modifications and instruction. Students not meeting standards are given support within the classroom through flexible grouping and differentiation, and sometimes receive pull out or push in help from specialists. Students new to the country receive the support and language training led by the MYP Coordinator and the language teachers to develop basic English vocabulary and sentence structure skills. They also are often paired with other students who speak the same languages, and sometimes other teachers or staff fluent in their mother tongue assist as mentors for them.

Language Programmes Offered

Language is fundamental to learning, thinking and communicating; therefore, it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about. Mastery of one or more languages enables each student to achieve their full linguistic potential. Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporate creative processes and encourage the development of imagination and creativity through self-expression.

“Language and literature Guide”

At Spojená škola, Pankúchova 6, Bratislava most of the students within IB MYP are native Slovaks, but there is also a smaller group of students of other nationalities. The students are required to study their mother tongue (either Slovak or English) or the language in which they are most proficient, or the language of instruction of the school as Language and Literature.

We believe that we encourage and enable students to use language as a vehicle for thought, creativity, reflection, learning, self expression, analysis and social interaction. We declare that we:

- support our students to use standard Slovak language during Slovak language classes,
- enhance the value of Slovak language among students and motivate them to use it, share it and develop it,
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts,
- support students' love of the Slovak language through the analysis of literary works.
- use internet learning sites during the classes,
- make good use of the school library in improving Slovak language through reading and borrowing books,
- use modern technology available in classes to enhance Slovak language,
- make integration between the units of inquiry and Slovak language.

Slovak Language and Literature is taught from year 1. Lessons are scheduled five times a week in PreMyp, and 2Myp, four times a week in 1 Myp, 3Myp, and three times a week in 4Myp, 5Myp. as the majority of our students are native Slovaks. It follows the Slovak national curriculum.

English Language and Literature is provided for native students or those who are proficient in it six times a week. It follows the concept-based curriculum.

2. Language Acquisition (English, German, French, Spanish and Slovak)

We believe that learning a second language is vital due to the fact that language impacts the daily lives of members of any race, creed, and region of the world. Language helps express our feelings, desires, and queries to the world around us. Additionally, the ability to communicate in multiple languages is becoming more and more important in the increasingly integrated global business community. The language acquisition course offers the opportunity to develop academic knowledge and language skills and language learning includes the ability to communicate with new people in various dialects.

MYP students at Spojená škola, Pankúchova take English, German and French as their language acquisition courses. If students have no prior knowledge or experience of the French or German language, the language acquisition courses are provided from phase 1. Students who have a prior knowledge and experience of the English language, will begin

with the appropriate phase in order to develop their knowledge, skills and attitudes. We believe that from the academic year 2021/2022 we will be able to offer our students Spanish Language acquisition. To open a Language Acquisition course there must be at least 8 students registered for the course. If the number of students is lower, they will be offered another option.

Organization of teaching and learning for the students starting preMYP - year 1:

	PreMYP	MYP1	MYP2	MYP3	MYP4	MYP5
English	Phase 2/3 Emergent/Capable	Phase 3 Capable	Phase 3- 4 Capable	Phase 4 Capable	Phase 4-5 Proficient	Phase 5 Proficient
German	Phase 1 Emergent	Phase 1-2 Emergent	Phase 1-2 Emergent	Phase 2 Emergent	Phase 2 - 3 Emergent-Capable	Phase 3 Capable
French	Phase 1 Emergent	Phase 1-2 Emergent	Phase 1-2 Emergent	Phase 2 Emergent	Phase 2 - 3 Emergent-Capable	Phase 3 Capable
Spanish	Phase 1 Emergent	Phase 1-2 Emergent	Phase 1-2 Emergent	Phase 2 Emergent	Phase 2 - 3 Emergent-Capable	Phase 3 Capable
Slovak	Phase 1 Emergent	Phase 1-2 Emergent	Phase 2 -3 Emergent-Capable	Phase 3-4 Capable	Phase 4-5 Capable-Proficient	Phase 5-6 Proficient

Organization of teaching and learning for the students starting MYP in year 4:

	MYP 4	MYP 5
English	Phase 3-4	Phase 5-6

	Capable	Proficient
German	Phase 1 Emergent	Phase 1-2 Emergent
French	Phase 1 Emergent	Phase 1-2 Emergent
Spanish	Phase 1 Emergent	Phase 1-2 Emergent
Slovak	Phase 1-2 Emergent- Capable	Phase 4-6 Capable-Proficient

The transition between phases in Language acquisition subjects is based on achieved percentage in a placement test given at the end of the school year. The required percentage: 80%.

Slovak Language Acquisition is provided only for students who have no previous knowledge of Slovak in their first year at Spojená škola Pankúchova.

Further guidance will be provided on an individual basis for the foreigners with no prior knowledge of the host country language. It is organised two times a week. It follows the Slovak national curriculum but it is delivered in a conceptual-inquiry base.

Due to the low number of students in the beginning, all students are enrolled in Language acquisition courses at the same level, regardless of the level of language proficiency. We assume that in the event of an increase in the number of students and a sufficient number of qualified teachers, we will be able to change this situation and classify students into groups according to the level of language proficiency.

3. Host Country Language

Most students at Spojená škola, Pankúchova 6, Bratislava are of Slovak nationality, but our ambition is to be an open school for all nationalities, whether from Europe or the world. Therefore, in an effort to bring our culture, language, customs and traditions closer to foreigners, we meet them in an effort to learn or improve the Slovak language.

Students at our Spojená škola learn Slovak as the language of the host country in accordance with the Slovak curriculum and support from qualified staff at three levels: beginners, intermediate, advanced.

If interested, the student can also choose private lessons with lecturers, courses or other forms of learning the language of the host country.

4. Mother Tongue

“One of the basic human rights is to communicate and learn in one's mother tongue, "says the Ludovít Štúr Institute of Linguistics of the Slovak Academy of Sciences.

Due to the need to maintain and improve the mother tongue, students at IB MYP are constantly encouraged to develop it. In class, students are encouraged to make links between their mother tongue and other languages being learnt and are welcome to share resources linked to current units of study, for example, in their mother tongue.

Parents are strongly recommended to read, write and speak with their children in their native language as these skills will transfer over to their development in English. We believe that it is the best way to maintain and develop their mother tongue. Where possible, students are encouraged to continue their studies by attending after school classes in their mother tongue.

In an effort to maintain and improve their mother tongue, we encourage parents to use it at home when discussing, to use it as the language of instruction, to use it when meeting socially with families of the same nationality, to hold correspondence with the family members and to observe traditions related to the mother tongue.

The development of the mother tongue and other languages is supported by the expansion of the library in an effort to offer students study material that includes: language books, CDs, general reference books, DVDs, interactive media, etc.

Professional development

Professional development provides opportunities for staff to share best practice and to develop strategies to ensure the curriculum and language development are accessible to all students. Staff new to the IB will receive training as appropriate. They will be introduced to programme-specific tools and strategies, including an introduction to IB language-related documentation. As part of the twice-yearly lesson observation process, the MYP coordinator provides feedback highlighting language and text scaffolding strategies to support teachers in the planning and teaching of their lessons.

Assessment

While language acquisition follows distinct stages, students' rate of acquisition varies greatly from individual to individual. Therefore, our teachers assess all language skills (reading, writing, listening and speaking), frequently, differentiating through scaffolding or extension as required. Formative and summative assessments in the classroom provide information on language growth in accordance with the assessment guidance and rubrics of the IB.(see [Assessment Policy](#))

5. References

- Diploma Programme: From Principles into Practice. Geneva: International Baccalaureate Organization, 2015.
- Language and learning in IB programmes. Geneva: International Baccalaureate Organization, 2014.
- Middle years programme:Language acquisition guide. Geneva: International Baccalaureate Organization, 2020.
- Middle Years Programme: From Principles into Practice . Geneva: International Baccalaureate Organization, 2014.
- Programme standards and practices. Geneva: International Baccalaureate Organization, 2014.

Diploma Programme

School language profile:

Majority of our DP students are the native Slovak language speakers whose English language skills are equal to B2+ or C1 level. However, we aim to provide access to education for students from a variety of linguistic backgrounds providing they fulfil the language admission criteria. The students are expected to express themselves with precision, clarity, showing adequate proficiency in listening, reading, speaking and writing.

Language of instruction

The language of instruction of the DP subjects is English, except for Slovak language and literature, where the language of instruction is Slovak and the Language B / Language ab initio classes where the language of instruction will be the target language.

For the non-diploma subjects, such as PHE and Music, the language of instruction may (in rare cases) be Slovak. All teachers at school are language teachers since English language as a tool of communication penetrates a number of curriculum disciplines.

	Subject	Language of instruction
Language A	English language and literature	English
Language A	Slovak literature	Slovak
Language B	German / French / Spanish / English	German / French / Spanish / English
Language ab initio	German / French / Spanish	German / French / Spanish

Language Acquisition

All students are enrolled in language acquisition classes in accordance with the principle of global / international mindedness. The choice of language B is dependent on students' preferences and staffing for each academic year.

The students may currently opt for:

		Entry level	Exit level(SL/HL)
Language B	German	Phase 3	Phase 5-6
	French	Phase 3	Phase 5-6
	English	Phase 4	Phase 5-6
	Spanish	Phase 3	Phase 5-6
Language ab initio	German	Phase 1	Phase 2-3 (SL)
	French	Phase 1	Phase 2-3 (SL)
	Spanish	Phase 1	Phase 2-3 (SL)
	Slovak	Phase 1	Phase 2-3

Host-country language

Slovak language is recognised as the official language in Slovakia. We strongly believe that learning and acquiring the host-country language promotes international mindedness. At the same time we aim to meet the requirements of the national curriculum examination and make it an available option for all the DP students.

Slovak language is primarily taught as Language A: Literature for native Slovak students. Students with Slovak mother tongue background are the biggest national groups. We cater for the needs of Slovak mother tongue speakers by providing a balanced curriculum. The primary focus of the Slovak language curriculum is to enhance the students' confidence in expressing themselves orally and in writing and to instil a love of reading both fiction and non-fiction books in their mother tongue.

For non-native students, we aim to promote the idea of student's personal and academic growth when acquiring and maintaining the host-country language. The school educators are able to provide Slovak ab initio classes whenever needed and thus help the students to communicate effectively and accurately in an out-of-school environment.

Areas that are typically addressed include:

- Learning how to use Slovak language in everyday situations, for social interactions and in leisure activities. Themes may include: making friends, shopping and money, clothes, weather, the seasons, food and eating out and leisure time activities;
- Learning about Slovakia and the Slovak culture, its customs, traditions and holidays, history and geography;
- Learning about Slovak language and how it works compared to other languages;
- Learning through Slovak about the personal, social and scientific world.

Mother tongue development

We hold the opinion that development and maintenance of the mother tongue must be supported for all learners.

1. Language A - Literature (SL and HL) - students can opt for a course in which they can develop the proficiency, fluency and linguistic range, and in particular to acquire the vocabulary appropriate to the analysis of the text.
2. Language A: Language and literature (SL and HL) - depending on students' preference, they may opt for an online Pamoja course in all the languages offered and the school will provide the space in the timetable.
3. School supported self-taught (SL only) - depending on students' choice, they may opt for a school supported self-taught option. The student's progress will be checked by the tutor.

Where possible, students are encouraged to continue their studies by attending after school classes in their mother tongue. In Spojená škola, we encourage and advise students and their parents to:

- Continue to use mother tongue at home when discussing and sharing ideas
- Meet socially with families of the same nationality
- Celebrate the language during home country visits
- Hold email correspondence with family members

The library committee recognizes the need to provide literature, both fiction and non-fiction, for non-English speakers, and this area will continue to be developed with the help and support of our international parent body.

Resources:

- Guidelines for developing a school language policy, IBO, 2008
- Language A: Literature Guide, IBO, 2019