

Rudjer Boskovic School Language Policy

Policy Review: September 2023

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School Mission Statement

Rudjer Boskovic School inspires learners to become honorable, principled, knowledgeable and caring individuals, capable and willing to make considerable contributions to their local and worldwide communities.

To learn a language doesn't mean just to speak and know a language, but to learn through language and about language, customs and cultures in an environment where concepts are explored, problems solved, discoveries shared, hypotheses settled and the ideas explained.

PURPOSE

This document has been created in order to outline the teaching and learning practices with regard to language at Rudjer Boskovic School and make them available to the school community. As such, this document is part of the Contract that students, parents and school leadership sign upon admission. Particular attention has been paid to the following International Baccalaureate requirements as published in Programme standards and practices (2020) for the Middle Years and Diploma Programmes:

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

LANGUAGE PHILOSOPHY

The language policy is fostered by professional training through IB workshops and thorough understanding of the language acquisition process.

At Rudjer Boskovic School we aim to create a bilingual learning environment (mother tongue Serbian and language of instruction English) that is rich in language exposure throughout all three programmes and which is set to prepare students for secondary and post-secondary education in the English language. All teachers at Rudjer Boskovic School are language teachers and the use of the English language in Rudjer Boskovic School is promoted and developed over time through listening, speaking, reading and writing tasks across all curriculum areas, extracurricular areas and different social situations. Developing proficiency in the English language of all students in Rudjer Boskovic School is the main aim of teaching and learning. Studying the mother tongue is recognized as an important part in the development of all students' cultural identity and is a key component of successful learning of any foreign language, including English. We believe that honing the skills of the mother tongue are vital, and that learning in at least one additional language provides children with the chance to develop cognitive flexibility, academic literacy in at least two languages and balanced multilingualism in their later lives. This, in turn, enables them to pursue their educations in high-stakes international academic programmes and opens a world of opportunities. Ultimately, this is fundamental in helping students become skilled and open-minded communicators - important IB Learner Profile Traits.

Rudjer Boskovic School offers, apart from English and Serbian, other foreign languages as Spanish, French, German, Russian and Italian. The main linguistic goal for all foreign languages is to achieve the advanced proficiency level of these languages, both in basic interpersonal communication skills and as a cognitive academic language and to make students efficient competent users

SCHOOL LANGUAGE PROFILE

At Rudjer Boskovic School Serbian is both the host country language and mother tongue of most students. At the same time, we recognize English as the global lingua franca and a vehicle through which students develop international-mindedness. Therefore, throughout the MYP, therefore, our goals are to build students' skills and fluency in both languages so that they may become increasingly bilingual and bi-literate,

and eventually successfully complete the DP - the instruction and assessments of which are predominantly in English. We aim to accomplish this by subscribing to a Bilingual Immersion education model, where teachers use a flexible approach when dealing with the language of instruction in their classrooms on a year-to-year, day-to-day basis.

LANGUAGES OF INSTRUCTION

In RBS, language learning occurs in each and every classroom. As such, no matter the subject group, each and every teacher at Rudjer Boskovic School is a teacher of our school's two official languages. The teaching strategies, learning experiences and student-driven inquiry in MYP subjects such as Mathematics, Individuals and Societies, Sciences, Physical and Health Education, Design, and the Arts can occur in both Serbian and English. Teachers specifically direct students as to the language of response within their classrooms and on particular assessments with the aim of encouraging students' increasing use of English as they progress throughout the programme.

IB MYP CHARACTERISTICS

In terms of the direct instruction of languages, courses are separated into Language and Literature and Language Acquisition. Students are required to take at least one Language and Literature course and at least one Language Acquisition course in each year of the programme.

MYP Language and literature

"Literature is the art of discovering something extraordinary about ordinary people, and saying with ordinary words something extraordinary". Boris Pasternak

The MYP Language and Literature course at Rudjer Boskovic School aims to develop students' language skills in the following areas: analysing, organising, producing text and using language. This is accomplished through the use of both literary and non-literary texts from a variety of genres and historical periods. Additionally, in each year, at least one world literature component is studied. Our goal is to challenge students with increasingly sophisticated texts and concepts in each year of the programme with the expectation that students demonstrate growing understanding and development of skills.

At Rudjer Boskovic School, we offer Language and Literature courses in both Serbian and English throughout the Middle Years Programme. Students should enroll in the course for which they are most fluent, but are encouraged to take both Serbian and

English Language and Literature simultaneously if they are willing and able. Students who are successful in two Language and Literature courses in the Middle Years Programme may be eligible for a bilingual diploma in the Diploma Programme.

For students whose native language is neither Serbian nor English, please see *Support for Mother Tongues*.

MYP Language acquisition

"Learning to speak another's language means taking one's place in the human community.

It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us.

Language is culture in motion. It is people interacting with people". Savignon (1983)

At Rudjer Boskovic School we aim for students to become linguistically and culturally proficient in a second or, ideally, third language because we believe it is an essential component to international mindedness. Our MYP Language Acquisition courses, therefore, aim to develop students' language skills: listening, reading, speaking and writing. Students are required to take at least one Language Acquisition course in each year of the programme, but most students choose two.

Rudjer Boskovic School offers Language Acquisition subject in the following languages:

- English (MYP T through MYP 5, timetable class)
- Spanish (MYP T through MYP 5, timetable class)
- German (MYP T through MYP 5, timetable class)
- French* (MYP 1 through MYP 5, timetable class)
- Italian* (offered as needed/requested from MYP T through MYP 5)
- Russian (offered as needed/requested from MYP T through MYP 5)
- Serbian (offered as needed/requested from MYP T through MYP 5)

** 2023/24 school year is a transition year, since French is no longer offered in the MYPT, and Italian is offered in the MYPT. In 4 years, we will have Italian language through each year of the MYP, and French will be offered only in MYP4 and 5.*

Language acquisition phases

We recognize that acquiring a language other than the mother tongue is a complex process, which often takes many years. As such, we organize the inquiry, teaching, learning and assessment in Language Acquisition courses according to a developmental continuum of six phases as prescribed by the MYP. According to the MYP Language Acquisition Guide: "as students progress through the six phases, they are expected to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. The following table illustrates this progression along the additional language learning continuum:

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple authentic multimodal texts in recognizable formats.	Emergent communicators in phase 2 understand and respond to a variety of simple authentic multimodal texts in recognizable formats.	Capable communicators in phase 3 understand and respond to a variety of simple and some complex authentic multimodal texts.	Capable communicators in phase 4 understand and respond to a wide variety of simple and some complex authentic multimodal texts.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in a variety of complex authentic multimodal texts.	Proficient communicators in phase 6 analyse and evaluate the important information, details and ideas presented in a wide variety of complex authentic multimodal texts.
They identify some explicit information (facts and/or opinions, feelings and ideas) some implicit information (supporting details) and can interpret some basic conventions and connections presented in these texts to draw conclusions.	They identify some explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections effectively in these texts to draw conclusions.	They identify explicit and implicit information and can analyse and evaluate conventions and connections in these texts to draw conclusions.
They demonstrate their comprehension in simple oral and written phrases using some simple modes.	They demonstrate their comprehension in simple short oral and written language using simple modes.	They demonstrate their comprehension by producing a range of simple and some complex spoken and written language using simple and some complex modes.	They demonstrate their comprehension by producing a range of simple and complex spoken and written language using simple and complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
They engage in simple rehearsed and some unrehearsed exchanges to convey basic information on everyday personal and in some social topics in a very limited range of familiar interpersonal situations.	They engage in simple rehearsed and unrehearsed exchanges to communicate their understanding and opinions on everyday personal and social topics in range of familiar and some unfamiliar situations in interpersonal and cultural contexts.	They engage in some authentic and spontaneous conversations to communicate their understanding and opinions on everyday personal, social, and in some topics of global significance in range of familiar and unfamiliar situations in interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding and opinions on topics of everyday personal, social, and global significance in a range of familiar and unfamiliar interpersonal and in cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.
They communicate some required information, in recognizable formats, with some sense of audience and purpose to suit the context.	They communicate all required information, organized in appropriate formats, with a clear sense of audience and purpose to suit the context.	They communicate some required information, organized into a recognizable format, with some sense of audience and purpose to suit the context.	They communicate all the required information organized in an appropriate format with a clear sense of audience and purpose to suit the context.	They communicate all required information, organized in an appropriate format with a sense of audience and purpose, to suit the context.	They communicate all required information organized effectively in an appropriate format with a discerning sense of register, audience, and for a variety of purposes to suit the context.

MYP language acquisition global proficiency table.

MYP Language Acquisition Guide. International Baccalaureate Organization. 2020.

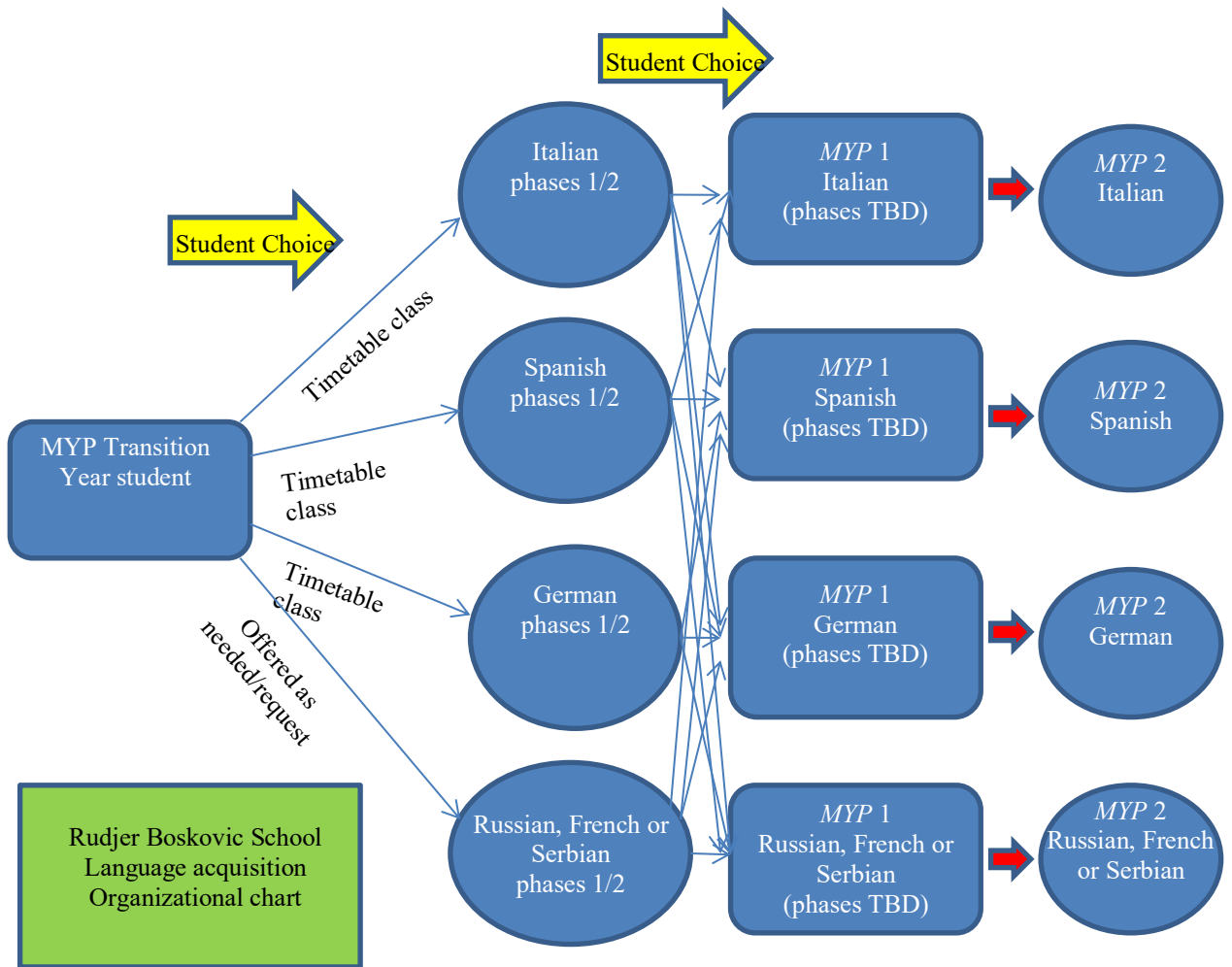
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Please note: the phases are not organized into age groups or MYP year.

Language acquisition placement

Besides mandatory English, MYP Transition Year students may choose from three regularly-scheduled Language Acquisition classes: German, Spanish and Italian. Because most students enter the MYP Transition Year with Phase 1-2 fluency, these are timetable classes. Students whose fluency exceeds these phases are offered pull-out classes as needed. Additionally, Serbian, Russian and Italian may be offered as needed/requested as pull-out classes.

In MYP Year 1, students may choose to continue studying the same language, or opt to try another. In each additional year of the MYP, however, students are required to continue studying the same additional language, or achieve a satisfactory proficiency in phase 4 in order to transfer to a different Language Acquisition course, or, in the cases of Serbian and English, phase 5 to transfer to a Language and Literature course (please see *MYP Language Placement Review Process* below). The following chart illustrates the organization of Language Acquisition courses at Rudjer Boskovic School:



Assessment in Language and literature / Language acquisition

Evidence of language learning at Rudjer Boskovic School is derived from a range of formative and summative assessments as well as formal and informal observations and internal examinations. MYP Language and Literature and Language Acquisition students are holistically assessed against four prescribed criteria on a 1-7 scale at the end of each term; these results are published in GoSchool and Managebac.

Please see the Assessment Policy for further details.

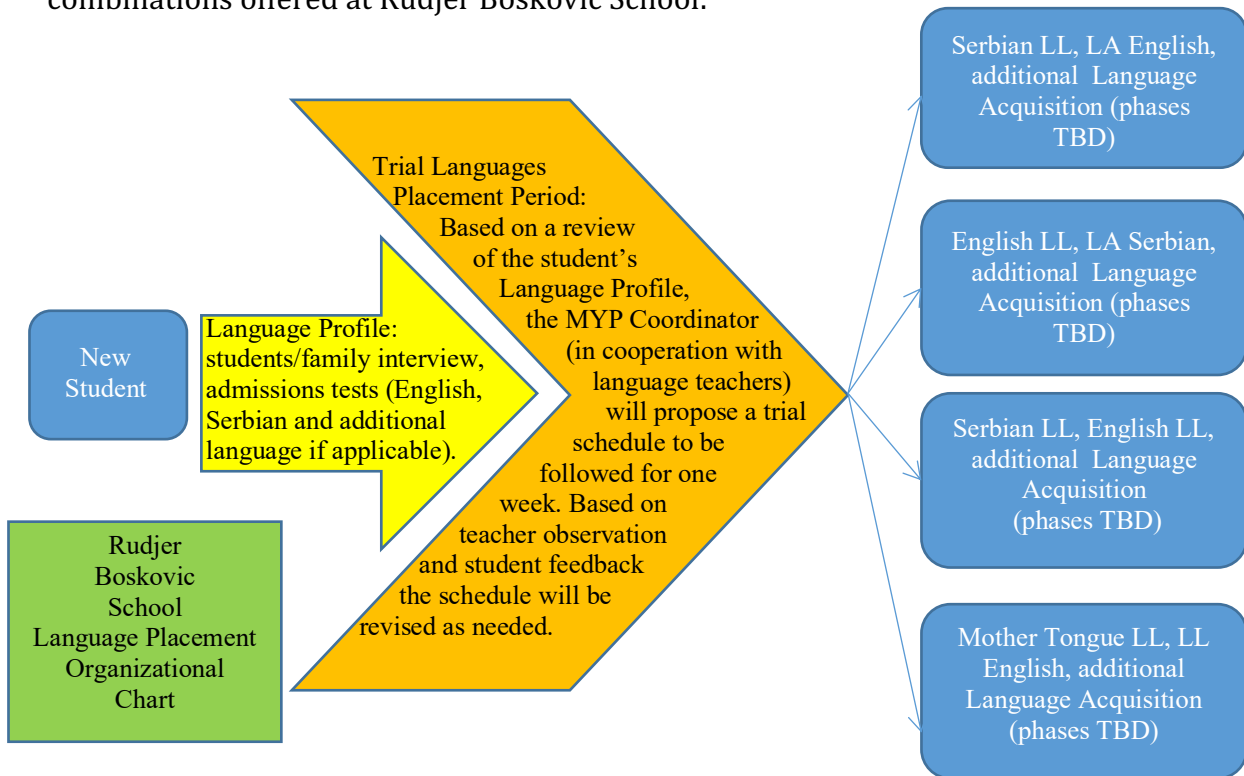
Placement in Language and literature / Language acquisition

Rudjer Boskovic students are both acquiring additional language skills and building on their fluency in their mother tongue throughout MYP. To that end, each student is both a Language and Literature and Language Acquisition learner. Because we

offer both classes in multiple languages and recognize that students have unique language backgrounds, the school creates a Language Profile for each incoming student in order to develop effective educational plans and appropriate timetables.

The Language Profile consists of an interview about language background, (educational, family) and language proficiency tests in both Serbian and English. A Language and Literature and Language Acquisition teacher review the Language Profile to determine course options and possible areas for additional support; based on these recommendations the MYP Coordinator proposes a trial schedule to be followed for one week and, after student/teacher feedback and any necessary revisions, a definitive language placement combination is determined.

The following chart illustrates the four most common language placement combinations offered at Rudjer Boskovic School:



Language placement review process

At the end of each term Language Acquisition teachers reassess students and identify those who have achieved fluency beyond their originally assigned phases. Language Acquisition teachers are responsible for informing parents and the MYP Coordinator of any students whose phase-changes might affect their time-tables and/or require pull-out classes. Additionally, students may transfer from a Serbian or English Language Acquisition course to its respective Language and Literature course in any year of the programme (in consultation with parents/guardians, Language Acquisition/Language and Literature teachers, Subject group leaders and the MYP Coordinator). These students must reach Phase 5 fluency in listening, reading, writing, and speaking in their Language Acquisition course in order to be eligible for this transfer. Language transfer students are monitored for at least one term and those who do not perform at or above grade level expectations may be moved back to Language Acquisition (in consultation with parents/guardians, Language Acquisition/Language and Literature teachers, Subject group leaders and the MYP Coordinator).

LANGUAGE SUPPORT

Culture 1.3: The school provides opportunities to access the programmes for the broadest possible range of students. (0301-01-0300)

Instructional language support

Students who are identified as those in need of Instructional Language Support are identified either during the creation of their Language Profiles or early in their language placements. Language teachers and Subject teachers are responsible for contacting parents and the Programme Coordinator who, in cooperation with language teachers and instructional support staff, determine the specific areas in need of support and the precise support strategies to be implemented in the student's individual education plan.

Students, who exhibit a high level of academic abilities and motivation for attending the Diploma Programme but have English proficiency below B2, are given additional language support throughout the first year of the programme. Besides differentiated instruction not only in English B classes, but also in all chosen subjects, these students are offered additional language support during the study-time periods. The English language teachers, together with the school psychologist, head of school and the DP coordinator devise a plan for raising the student's proficiency and set learning

goals together with the student. These students are also advised to attend additional English language lessons within the Cambridge English Exams center in the school.

Please see the Special Educational Needs for further details.

Support for native languages

At Rudjer Boskovic School we welcome students from all backgrounds and cultures and aim to support those whose native language is neither Serbian nor English as best we can. The school will work with families to provide, at an additional cost, mother tongue instruction, with guidance from school staff in order to adhere to the MYP philosophy and course requirements.

Additionally,

- Teachers will identify students with special needs, both academic or lingual and social or personal.
- All the teachers are sensitive to individual students' needs and background knowledge and will develop appropriate modifications to the programme that are in accordance with the perceived needs of the student.
- The Head of School and Coordinators will review the student's progress together with language teachers' team and recommend the further actions for meeting the student's needs
- The individual learning plan is implemented for a certain period of time and evaluated for its effectiveness.
- The school ensures the special attention is provided for new students in order to integrate them easily into the IB learning environment and familiarize them with the requirements of taking a challenging language curriculum.
- In MYP, all languages are taught in groups not greater than 20 students, to ensure high quality of the teaching and learning process. In DP, language is taught in groups not larger than 12.
- Successful language learning can only be accomplished through a continuous support within the school and a full partnership between the school and the parents.

DP characteristics

- A student whose mother tongue is Serbian and who considers taking Serbian A, but has lived abroad and has acquired previous knowledge in some other language

will be provided additional tutorial classes of Serbian as long as it is necessary.

- In addition, students being under-skilled for B level (but over-skilled for ab initio level) will get individual language support.

Language admissions and placements

- All the students have to pass the entrance test in English before being accepted for the Diploma Programme.
- The students are placed according to the assessment procedures results and to the age.

IB DP CHARACTERISTICS

DP language courses are separated into 2 groups: Group1 - Studies in language and literature (Language A) and Group2 - Language acquisition (Language B or ab initio). Students are required to take at least one Language A course and at least one Language B/ab initio course, or two Language A courses.

Language courses

We offer Serbian A at HL and SL, English A at HL and SL, English B at HL, French B, Italian B, Spanish B and German B at HL and SL, French ab initio, Italian ab initio, German ab initio and Spanish ab initio SL.

Additionally, we may offer Language A School Supported Self-Taught language for students whose mother tongue is neither Serbian nor English.

The choice of language level depends upon the student's preference, level of proficiency and literacy in that language and his/her overall Diploma Programme choices.

The students choosing Serbian A and English A as their Group 1 subjects in the Diploma Programme are expected to be fluent and proficient in these languages and very good at using and recognizing all language and grammar structures. This is especially important for students speaking Serbian as their mother tongue, but have not been thought in Serbian before.

The following table outlines the language choices offered at IB Diploma Programme at RBS:

Group 1 – studies in Language and Literature

<p>Language A</p> <ul style="list-style-type: none"> • Higher Level • Standard Level 	<ul style="list-style-type: none"> • Serbian A: Literature • English A: Literature • English A: Language and Literature • Chinese A: Literature • Russian A: Literature 	<p>For fluent language users:</p> <ul style="list-style-type: none"> • Students highly skilled and proficient in the language • Students who were exposed to the language in their homes, from an early age or for an extended period of time. 	<p>Students will:</p> <ul style="list-style-type: none"> • Focus on the study of literature, • Study literary texts and demonstrate advanced analytical skills in writing and speaking.
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Group 2 – Language acquisition

<p>Language B</p> <ul style="list-style-type: none"> • Higher Level • Standard Level 	<ul style="list-style-type: none"> • English • Spanish • French • German • Italian 	<p>For language learners who:</p> <ul style="list-style-type: none"> • Have considerable experience in the language • But who is still working on language acquisition and fluency, • Have already been studying the language for at least 4 years. 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn to communicate effectively in a number of different situations, from everyday exchanges to literary appreciation • Study the culture and the customs of the target language • Develop a variety of language skills in listening, comprehension and writing.
<p>AB Initio</p> <ul style="list-style-type: none"> • Standard Level 	<ul style="list-style-type: none"> • Spanish • French • German • Italian 	<p>For language learners who:</p> <ul style="list-style-type: none"> • Haven't been studying the language before • Have little or no experience of the target language • Are largely working on language acquisition and skills development. 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn to communicate in a number of situations in everyday exchanges • Study the culture of the target language • Develop basic language skills.

Language assessments

- Ruder Boskovic School recognizes that the outcomes of language programmes are cumulative and individual.
- Each student's progression in reading, writing and oral language presentation is assessed to make sure that developmental linguistic progress has been made.
- Both formative and summative assessment strategies are applied together through a variety of assessment activities such as tests, projects, portfolios, oral practices, group assessments, performance tasks, etc.
- The assessment of students' academic and language achievement takes place regularly, through all teaching and learning activities.
- Each student's academic growth in language is continually and carefully followed and the parents are informed about it.

LANGUAGE PREREQUISITES

For the Middle Years Programme

- Students of all linguistic backgrounds are considered for admission.
- Students must be at least at CEFR A1 level, in MYP Transition year, and at least at CEFR B1 in the MYP4, preferably B2.

Please see the Admission Policy for further details.

For the Diploma Programme

- Students of all linguistic backgrounds are considered for admission. It is very important that chosen language is the academic challenge for the student. That is the reason why the students who were previously educated in English for more than six years and lived in the environment where English is spoken, are advised not to choose English B but English A.
- Students should be proficient in English to begin the IB Diploma in Grade 11 (the least required level of English for the students to enter the IB Diploma Programme is CEFR B2 level).

Please see the Admission Policy for further details.

RESOURCES

At Rudjer Boskovic School we believe it is vital for students to have access to up-to-date, age/content appropriate resources. To that end, we have a library specifically devoted to offering Diploma Programme and Middle Years Programme texts. Our library offers an ever-growing collection of fiction and non-fiction texts that are culturally, historically, and linguistically diverse – this includes works in translation as well as those originally published in languages other than Serbian and English. The school staff, including the school librarian, who is available to help students at any time, supervise the school library.

In addition, all students have access to *Britannica School* and *EBSCOhost*, both subscription-only academic search engines. Students are introduced to and practice using these resources as they develop research skills in their core subjects, but they are especially important and relevant in preparation for the MYP Personal Project and DP Extended Essay.

BUDGET SUPPORT

The management of Rudjer Boskovic School is committed to providing financial support for the hiring of adequate professional staff, the purchasing of instructional materials, the maintaining and storing of student records and any other supplies, platforms or tools deemed necessary for the effective organization and delivery of the programmes.

PROFESSIONAL DEVELOPMENT

The management of Rudjer Boskovic School is committed to providing ongoing professional development for all teachers in the area of language development. This includes, but is not limited to International Baccalaureate face-to-face, virtual and in-school IB conferences/training, Rudjer Boskovic School teacher-led workshops, and any other professional development opportunities deemed necessary for the effective organization and delivery of the programmes.

POLICY REVIEW PROCESS

Rudjer Boskovic School's Language, Assessment, Academic Honesty and Special Educational Needs Policies are reviewed on a two-year cycle. The PYP, MYP and DP

Coordinators, in cooperation with a selection of teachers and the Heads of the Elementary and High Schools form the Policy Review Committee who will:

Review current IB standards and practices as well as policy guidelines;

- Review the current policy to assess alignment with IB standards, practices and guidelines;
- Revise the current policy as needed;
- Share revised policy with all faculty;
- Review questions/comments/suggestions from faculty;
- Prepare the final policy draft;
- Submit the final policy draft to management for approval;
- Share the approved policy with faculty, students, parents and greater school community.

Policy revision dates:

Policy adopted: February, 2018

Revisions: November, 2020; April, 2021; June 2022; September 2023.

REFERENCES

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