

LANGUAGE POLICY OF ŠIAULIAI DIDŽDVARIS GYMNASIUM

I. GENERAL PROVISIONS

1. Language Policy of Šiauliai Didždvaris Gymnasium (hereinafter referred to as the Policy) regulates the learning of native (Lithuanian) and I–III (English, German, Russian, French) foreign languages according to the programmes of Part II of lower secondary education, secondary education, International Baccalaureate Diploma (hereinafter – IBDP) and Middle Years Programme (hereinafter-MYP).

2. The Policy has been prepared in accordance with the General Curriculum Framework of Secondary Education, the Description of the Primary, Lower Secondary and Upper Secondary Education Curricula, the Education Plan of Šiauliai Didždvaris Gymnasium, the Mission of the IBDP, the Subject guides of IBDP and MYP., the Description of the Procedure for organizing the education of students who have come or have returned from abroad at Šiauliai Didždvaris Gymnasium.

3. This Policy is a working document, which is reviewed every two years, considering the needs of students and changes in the curriculum. The process of reviewing the Policy should take place in cooperation with the school teachers, members of the administration, coordinators of the IBDP and MYP. After the review, the Policy must be published to all interested parties on the school's website, the changes should be presented to teachers during the meeting of the Pedagogical Council.

II. PURPOSE AND OBJECTIVES OF LANGUAGE EDUCATION

4. The purpose of language education is to help students to develop communication and literary and cultural competencies necessary for each person's full personal life, successful professional activity, further studies and successful lifelong learning.

5. Tasks of language education:

5.1. improving language skills,

5.2. learn to purposefully apply various strategies for the perception and creation of spoken and written text, communication in writing and orally,

5.3. to create coherent, creative, problem texts based on literature, culture;

5.4. to expand literary and cultural horizons by reading and getting to know cultural texts of various kinds,

5.5. develop the need to constantly improve your language, develop the abilities of independent language learning, creativity and self-assessment.

III. ORGANISATION OF LANGUAGE EDUCATION

6. The language of learning of students studying according to the lower secondary education part II and MYP, secondary education curricula – Lithuanian, learning according to the IBDP – English.

7. Students of classes I–II continue to learn a foreign language that has begun to be learned according to the primary education curriculum as the first (English) until the end of the lower secondary education curriculum.

8. The Framework programme of the English language focuses on B1 or B2, and the second foreign language (Russian, German, French) on the level of proficiency in A2 according to the Common European Framework of Reference for Languages. Years, levels and phases (MYP) are presented in the table below:

Language	Class/ MYP year	Phases	Levels (according to the Lithuanian curriculum in accordance with the the Common European Framework of Reference for Languages)
English	I/MYP4	4	B1.2
	II/MYP5	5	B2.1
French	I/MYP4	2	A2.1
Russian.	II/MYP5	3	A2.2
German			

9. It is possible to change a foreign language without completing the lower secondary education curriculum only if the student's level of achievement in a foreign language to be learned is not lower than that provided for in the general curriculum of that language, or if the student comes from another Lithuanian or foreign school and the gymnasium cannot, for objective reasons (e.g. it does not have specialists), provide the student with an opportunity to continue learning the started language.

10. Students of grades III–IV learn their native (Lithuanian) language in an advanced level.

11. Students in IB1-IB2 have the opportunity to learn their native Lithuanian, Russian or English at the level of HL or SL or under a school-sponsored self-study programme.

12. Students of classes III, IB1 continue their learning in the 1st foreign language (English). At their request, they can continue their 2nd foreign language (Russian, German, French) learning. Students of class III can also choose the 3rd foreign language (Russian, German, French, etc.).

13. The foreign language curriculum is presented in the form of courses focusing on the levels of proficiency of A1 and A2, B1 and B2, according to the Common European Framework of Reference for Languages, which correlates with the language Phases of the MYP and the years of study respectively (see table above), as well as the descriptions of the IBDP language guides. The level of proficiency of students in a foreign language is determined using centrally developed level determination tests. To supplement the English course, students of class III are offered a module.

IV. PROVIDING ASSISTANCE IN LANGUAGE LEARNING

14. If a student has completed part or all of the international general education curriculum and the school determines that his/her achievements in one foreign language are higher than those provided for in the general curricula of lower secondary education, at the request of the student and his/her parents (guardians), the school credits the student's achievements and converts them according to the ten-point assessment system. The school draws up an individual plan for learning a foreign language for the student and the opportunity to attend additional lessons in Lithuanian language and literature instead of foreign language lessons.

15. In order for students to properly prepare for learning under the IBDP, the principles of the IBDP are applied in the preparatory classes of the I-II and MYP (e.g. CLIL (subject and English integration) is implemented during the lessons of all subjects; students learn in English according to the integrated program of ethics and introduction to the Theory of Knowledge).

16. For a student who has arrived or returned from abroad, a verification of the native (Lithuanian) language is organized. When admitting students to the IBDP, checks of knowledge of English and Lithuanian or another native language are carried out, the purpose of which is to determine the level of learning and find out the need for pedagogical assistance.

17. If the student does not know Lithuanian at all or has a low level of knowledge of the Lithuanian language, the gymnasium creates conditions for improving the skills of the Lithuanian language by organizing additional, individual teaching of the Lithuanian language, allocating educational hours from the hours allocated to meet the student's educational needs. If there are more than three such students, a temporary leveling group is formed, in which the Lithuanian language is intensively studied.

18. The role of the library:

18.1. The library plays an important role in the teaching of languages and takes care of the subscription of periodicals, the acquisition of information resources, digital tools and resources for the teaching of Lithuanian and foreign languages;

18.2. The library provides significant assistance to students performing research work. The librarian is responsible for the implementation of the policy of academic integrity, initiates and conducts the training of the "Citation Guide" (in Lithuanian and English) and helps to choose reliable sources of information.

V FOR THE RESPONSIBILITY

19. The School shall be responsible for:

19.1. updating the language offer, taking into account the needs of students and the possibilities of the school;

19.2. providing all the necessary assistance to language teachers, providing the necessary equipment, books, creating conditions for advanced training.

20. Responsibilities of teachers:

20.1. applies various teaching and assessment strategies so that each student experiences success;

20.2. cooperates with other class teachers and the team for providing assistance to the student in order to maintain consistency;

20.3. Recognises the differences in learning styles and language experiences;

20.4. all teachers working in the MYP are responsible for the correct use of the Lithuanian language (mother tongue);

20.5. In the lessons of the MYP, formal assessment is carried out in Lithuanian and English (except for the assessment of other languages). Feedback to parents is provided in Lithuanian;

20.6. all teachers working in the IBDP are responsible for teaching the subject in English. Teachers are expected to communicate with students only in English (with the exception of lessons in other languages). The use of native speakers in the classroom is permissible as a means of clarifying a complex topic;

20.7. In IBDP lessons, the official assessment is carried out only in English (except for the assessment of other languages). Official feedback to parents is provided in Lithuanian;

VI. FINAL PROVISIONS

21. The description may be adjusted, supplemented by changes in the documents referred to in paragraph 3 of this description.

Reviewed: 10 June 2024