

KAUNAS JESUIT HIGH SCHOOL LANGUAGE POLICY

1. Philosophy

The aim of Language Policy is to outline the goals for language teaching and learning as well as to describe the practices for achieving and evaluating these goals. Kaunas Jesuit High School (KJHS) Language Policy explains the importance of second-language teaching and places a special emphasis on mother-tongue language support. Language Policy is constructed to meet the needs of students and reflect the key aspects of IB DP.

2. The focus of Language Policy is on:

- Language as a primary means in the process of communication and learning;
- Language as the key element of intellectual and personal growth in a life-long process;
- Proficient language skills as a tool to obtain competencies in other curricular area;
- Language as an expression of culture and an integral part of a student's identity;
- Mother-tongue language as a vital aspect to maintain a student's cultural identity;
- Language as a way to promote multicultural understanding;
- Language among the members of KJHS community (teachers, librarians, psychologist, coordinators, administration staff) as a means to meet the requirements and needs within school and outside classroom;

3. Language Policy aims to:

- enable students to learn and use language(s) confidently, effectively and accurately;
- develop students' skills of oral and written communication in a variety of contexts and purposes;
- encourage students to use language skills;
- promote the appreciation, understanding and analysis of literature;
- encourage students to explore language(s) as a means to understand differing perspectives of people from other cultures;
- develop students' awareness of the role of language(s) in other areas of the curriculum and to other ways of knowing;
- provide students with an opportunity for enjoyment, creativity and intellectual stimulation through knowledge of language and literature.

4. The role of languages.

4.1. **The English language** is the working language in the classroom which is used in almost all IB Diploma Programme subjects (except modern languages and native language) to write works and complete tasks which are sent to examiners. What is more, teachers, librarians and other members of the school staff are constantly provided with a possibility for professional development in the fields of the English language learning and teaching.

4.2. KJHS allows students, who study English as a first foreign language, to register either for English B Standard Level and Higher Level.

4.3. KJHS offers such modern languages as French B Standard Level and German B Standard Level. Depending on a situation and expectations, KJHS will provide its students with an opportunity to register for Language B HL or ab initio languages. As it is mentioned above, works

of foreign language courses (English, German, French) are written in the language of the subject despite the level. In the case of Language B HL, teacher(s) will modify their instructions and assessments within the SL classroom to meet the needs of these candidates. In the case of ab initio languages, teacher(s) will modify their instruction and assessments to meet the higher standard of the ab initio course.

Further guidance and support can be found in the Diploma Programme language A1, Language B, and Language ab initio Guides, and in the Diploma Programme assessment: Principles and practice document.

5. Mother Tongue Support.

KJHS acknowledges the significance of developing a student's mother-tongue language while promoting personal identity, cultural heritage and overall learning. Therefore, KJHS offers such courses as Lithuanian A: literature HL and SL. Here, the Lithuanian language is employed to write course works and accomplish the assigned tasks.

6. Language portfolio.

KJHS recognizes the principles and guidelines of European Language Portfolio when students' aptitudes of foreign languages are divided into three levels such as A1-A2 (basic user), B1-B2 (independent user) and C1-C2 (proficient user). Therefore, the language teachers are constantly encouraged to refer to "Common Framework of Reference: Learning, Teaching, Assessment" in order to apply the necessary methodology to achieve the desired results.

7. Language Policy support.

7.1. In order to guarantee the efficiency of Language Policy there are Language departments the aim of which is to ensure the productivity of learning and teaching process through constant teacher collaboration.

7.2. Regular student level assessment is carried out in a form of tests, which consist of four parts: listening comprehension, reading comprehension, use of English and writing. The students and their parents are constantly provided with the feedback.

7.3. The teachers are encouraged to review their material resources and thus collaborate with the librarians in order to provide their students with the latest and most effective material they need.

7.4. Language departments have developed the language assessment criteria which correspond to the requirements of "Common Framework of Reference: Learning, Teaching, Assessment".