



Language Policy

School language philosophy

The school community of Gimnazija “Svetozar Marković” acknowledges the crucial role of the language acquisition and development in each student’s personal progress. We are aware that the language should never be used to exclude the others, but rather to sustain students’ intercultural understanding and international-mindedness. We recognize that our students might have different linguistic backgrounds and by understanding and demonstrating respect for these differences, we are all able to create respect for other cultures.

All teachers at Gimnazija “Svetozar Marković” are, in practice, language teachers, responsible to facilitate communication and provide support for the students to understand and express ideas and information confidently and creatively in more than one language. By acquiring and developing languages students develop their critical thinking; they explore concepts, show more independence in learning and develop understanding across a broad range of disciplines which is why language is central to learning at Gimnazija “Svetozar Marković”.

Gimnazija “Svetozar Marković” is committed to the following practices:

-The school places importance on language learning, including mother tongue and other languages.

- Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue.

- Teaching and learning demonstrates that all teachers are responsible for language development of students.

- Assessment at the school aligns with the requirements of the programme.
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

School language profile

Being a state-owned school, Gimnazija “Svetozar Marković” has Serbian language as the language of instruction in the national syllabus. Along with the national curriculum, the school offers English and French bilingual classes in which the languages of instruction are the following: Serbian and French language in the French bilingual class and Serbian and English language in the English bilingual class.

At Gimnazija “Svetozar Marković”, IB Diploma Programme classes are offered in English language of instruction, except for Language A Serbian Literature course which is delivered in Serbian. Since every student chooses one subject from the Group 1 (studies in language and literature) and one subject from the Group 2 (language acquisition) all IB Diploma Programme students at Gimnazija “Svetozar Marković” are required to take Language A Serbian Literature from the Group 1 and English B from the Group 2 subjects.

All Serbian students and citizens are required to take Language A Serbian Literature course since this is regulated by the national educational rules on mother tongue policy and it represents a requirement of the Serbian Ministry of Education, Science and Technological Development.

In order to ensure a good command of the English language prior to students’ enrollment in the Diploma Programme, admission requirements and assessments in the form of the English entrance exam are conducted. Only students with appropriate competence in English language, which corresponds to the minimum of B2 level, as specified in the Common European Frame of Reference for Languages (CEFR) will be considered for the admission to the Programme.

Language A Serbian Literature

Language A Serbian literature aims to develop a student’s lifelong interest in language and literature. This course is designed for students whose mother tongue is Serbian in order to preserve the cultural identity and it focuses mostly on the study and analysis of literature. “The courses introduce students to literature from a variety of periods, genres and styles. Students

refine their skills in writing, speaking and analysis, and learn techniques of literary criticism.”¹

Since Serbian language is identified as students’ best language and it represents the mother tongue of the great majority of students who attend Gimnazija Svetozar Markovic, IB Diploma Programme students are required to take the Serbian language entrance exam prior to their enrollment in the Programme. The students are expected to be proficient in Serbian and to show their language skills in the use of complex grammar structures and in the richness of expression.

Students develop the ability to reflect critically on their reading, presenting literary analysis effectively through both oral and written communication of this course. Some of the main activities are analysing and interpreting literary texts. The course is taught at a higher level.

English B

English B course is designed for students with some previous experience of learning the English language. The course is taught at a higher level and the main emphasis of the course is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of other cultures through the study of language. It is required from all IB Diploma Programme candidates at Gimnazija Svetozar Markovic to take English B course in order to become sensitized to cultural diversity and prepared to be active participants in multilingual communities.

The aim of the course is to prepare students for the higher education institutions which offer courses in English and to help students achieve an advanced level of English which enables them to use the language for a variety of purposes while developing writing, speaking, reading and listening skills.

Throughout English B course, students learn how to use information from different sources and how to communicate at different levels, from informal exchanges to formal expressions and literary analysis.

Assessment

In order to cover all the various methods by which student achievement can be evaluated, the on-going and regular assessment of the students’ language progress takes place through all teaching and learning activities.

¹ Diploma Programme assessment Principles and practice International Baccalaureate Organization, Geneva, CH-1218, Switzerland First published in September 2004

Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and sometimes marked by the student's teacher.

Since there is a distinction between summative and formative assessment methods, both are included in the language assessment which results in continuous and systematical analysis of each student's language progress.

Each student's academic progress in language is followed and in case of the insufficient progress, additional classes and activities are provided by the school staff.

Media and Resource Centre

The library of Gimnazija "Svetozar Marković", as a positive learning environment, can support and contribute to the IB Diploma Programme by its resources. The library reflects international-mindedness with its print, electronic and multimedia resources in Serbian, English, French and Russian language sufficient to support the school's curriculum and IB requirements. The library offers more than 18600 print books in different languages. Here, students are required, to have positive, ethical and principled approaches to using information to develop their lines of knowledge-making. The IB librarian provides constant support to IB students with their choice of books and referencing for the extended essay and other researches and papers.

The students of Gimnazija "Svetozar Marković" follow the Harvard style for referencing.

Language Policy Review

The curriculum framework for language courses is designed by the IB and it follows its curriculum review cycle. Using the IB framework from the current IB guides, Gimnazija "Svetozar Marković" teachers develop and review the program that will help students to develop their language skills and to be successful in the language courses.

This policy document will be shared with all stakeholders and reviewed no later than 5 years from the date of publication, as and when programme coordinator considers it to be necessary. Programme coordinator will ensure its implementation through planning meetings with teaching staff, librarian and school headmaster.

Bibliography:

- <https://www.ibo.org/programmes/diploma-programme/curriculum/language-and-literature/language-a-literature-slh1/>
- <https://www.ibo.org/programmes/diploma-programme/curriculum/language-acquisition/>
- Diploma Programme assessment Principles and practice International Baccalaureate Organization, Geneva, CH-1218, Switzerland First published in September 2004
- What is an IB education? - Published August 2012 on behalf of the International Baccalaureate Organization