GYMNÁZIUM ŠROBÁROVA

Diploma Programme

Language Policy

September 2025

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IB Learner´s profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with strong sense of fairness and justice, and with respect for the dignity and right of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination, we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our independence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

School Mission Statement

We strive to prepare all students to become life-long learners and responsible citizens both locally and globally ready to meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students – both inside and outside the classroom - that help them develop the knowledge, critical thinking skills and character necessary to succeed in a technologically advanced world.

School language philosophy

At Gymnázium Šrobárova 1, we aim to cultivate a multicultural, multilingual and inclusive environment where students are encouraged to develop a deep understanding of languages, fostering communication, critical thinking, and international-mindedness. We believe that language is central to learning, personal identity, and cultural expression, and as such we support our students on developing proficiency in multiple languages, particularly in Slovak and English.

Purpose of the Language Policy

The purpose of this language policy is to provide a framework that ensures effective language development for all students at Gymnázium Šrobárova 1 in accordance with the IB philosophy. The policy supports the school´s commitment to the development of multilingual students, promoting both the acquisition of English as the primary language of instructions and the strengthening of Slovak language. Additionally, this policy recognizes the importance of maintaining students´ mother tongues and embracing the linguistic diversity of our international school community.

At Gymnázium Šrobárova 1, language learning is not only about acquiring communication skills, but also about developing intercultural understanding. Through the study of multiple languages, students learn to appreciate diverse perspectives, respect cultural identities, and engage as internationally minded citizens

Language Profile of the School

Our student body comprises both native Slovak speakers and international students who may speak other languages at home.

Languages which are offered at our school in **IB MYP**:

Group 1:

- Slovak Language and Literature (for Slovak native speakers)
- English Language and Literature (for international students)

Group 2:

- English Language Acquisition (for Slovak native speakers)
- Slovak Language Acquisition (for international speakers)
- German Language Acquisition
- Spanish Language Acquisition

- French Language Acquisition (only in MYP4)

Languages which are offered at our school in **IB DP**:

Group 1:

- Literature A: Slovak
- Language and Literature A: English

Group 2:

- French B
- German B
- Spanish B

Language of Instruction

The language of the instruction in both IB programmes is English. As such, all students and staff should aim to achieve a B1 level and above of English. As the national language of our country is Slovak, it is the first language for most students and teachers. Therefore, Slovak is taught both as a first language and language acquisition.

All subjects within the MYP and DP are taught in English, except for language acquisition courses and Slovak language and literature in the MYP and Literature A: Slovak and Spanish B, German B in the DP. The school supports students in developing academic proficiency in English to ensure success in their future studies and beyond. Native Slovak speakers or students with advanced proficiency in Slovak will be enrolled in Slovak Language and Literature course, in accordance with Slovak curriculum and IB guidelines. For international students and non-native Slovak speakers, Slovak is taught as a language acquisition course. This ensures that students can communicate effectively in the host country and engage with Slovak culture. We understand that in the process of acquiring Slovak language they will need in-class assistance, differentiated instructions, and specialized Slovak language learning support.

Support for First Language Development

Developing mother tongue is also critical to maintain the cultural identity. The school strongly encourages all parents to continue providing instruction of their mother tongue to their children, even though we do not offer a language course in their mother tongue. Appreciation of students´ mother tongues enhances 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 library will provide resources in multiple languages, including Slovak, English and other languages spoken by the school community.

Language Learning and Acquisition

In line with the IB curriculum, students are required to study one additional language apart from Slovak and English language. In MYP 0 they can choose from German and Spanish language acquisition and in MYP 4 they can choose from German, French and Spanish language acquisition. In DP we offer French B, Spanish B and German B. Language acquisition courses are tailored to meet the needs of learners at different stages of language proficiency, from beginners to more advanced levels. Instruction is differentiated to accommodate students´ varied linguistic background and learning speed.

Professional Development for Staff

All teachers are responsible for supporting language development, regardless of the subject they teach. All teachers of the language department are qualified language teachers with a university degree. Other IB teachers are qualified in their subjects and are fluent in the language of instruction. All the teachers are expected to work collaboratively, share practices and regularly review standards and expectations for each course. Furthermore, the school and the stakeholders encourage all teachers to continue in their language development and to attend language courses.

Language learner´s profile

Students are admitted to IB MYP after entrance examination where their Slovak and English language knowledge are assessed. The level of the knowledge assessed is A2 according to CEFR for MYP 0 students, B1 according to CEFR for MYP 4 students and B2 according to CEFR for DP students.

Language development is monitored through formative and summative assessments, aligned with both IB expectations and CEFR standards. It may include presentations, written essays, group work and standardised language tests. Teachers use assessment data to inform instruction, provide feedback, and ensure progress in both language of instruction and additional languages. We will ensure that students meet IB language requirements, particularly in preparation for further education.

Differentiation

Even though, the language knowledge will be assessed during entrance examination, we do not assume that the students will necessarily share the same previous learning knowledge. Therefore, the teachers should take this into account when planning the lessons. This issue will be discussed during collaborative planning meetings. The IB teachers can share their observation experience of students´ language knowledge level to identify their strengths and weaknesses and create purposeful strategy how to meet students´ needs. Switching between English and Slovak is encouraged whenever the teacher finds it required for students´ better understanding the task or material. In particular cases, the tasks and materials might be challenging for some students (both Slovak and foreign), so the IB teachers will provide students with extra time for consulting the topic.

The contribution of parents, students, teachers and other members of school community will go a long way in developing a caring language community and confident language learners. Students will be encouraged to use both Slovak and English outside formal settings, so their professional communication is welcomed to be bilingual. Slovak students of IB will be asked to provide effective

support to their foreign classmates in their communication with Slovak school staff to overcome the language barrier.

How Interdisciplinary Units Support Language Learning

Interdisciplinary units play a key role in supporting language development across the curriculum. By engaging students in learning experiences that combine knowledge and skills from multiple subject areas, students practice applying language in diverse academic contexts. For example, collaborative projects between sciences and humanities require students to read, analyse, and present information using subject-specific terminology while also developing critical literacy and communication skills. These units encourage students to express ideas confidently in English, reflect on their understanding in Slovak where appropriate, and draw connections across disciplines, thereby reinforcing both academic and communicative language proficiency.

The Role of the Library

The school library is a central resource for supporting multilingualism and language learning. It provides access to a wide collection of print and digital materials in English, Slovak, and other languages represented in the school community. Students are encouraged to use the library to explore literature in their mother tongue, strengthen academic vocabulary in the language of instruction, and access resources for research in multiple languages. The library also promotes independent reading habits, information literacy, and intercultural awareness by offering diverse texts that reflect different cultures and perspectives. Librarian collaborates with teachers to integrate library resources into units of study, fostering inquiry and supporting students in becoming effective communicators and life-long learners.

The language policy steering committee

The Language Policy will be reviewed annually by the steering committee, with input from teachers, students, and parents, and updated in accordance with changes in IB requirements or Slovak national regulations. The members of the language policy steering committee are the following at the time of compiling it:

The head of school: Mgr. PaedDr. Z. Frankovičová
IB Coordinator: Mgr. D. Starostová
Language and Literature teachers: Mgr. V. Polomská, Mgr. E. Klobošičová, Mgr. Zuzana Trnková
Language B / Language acquisition teachers: Mgr. I. Petrašovičová, Mgr. M. Zvirinský, PhD., Mgr. M. Valčáková, Mgr. L. Ropeková, Mgr. P. Illésová

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