

APPROVED

Vilnius st. Kristoforo Progymnasium

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VILNIUS ST. KRISTOFOFO PROGYMNASIUM DESCRIPTION OF THE LANGUAGE USE PROCEDURE

CHAPTER I GENERAL PROVISIONS

1. Vilnius st. Kristoforo Progymnasium, in accordance with the Law on Education of the Republic of Lithuania, the Common Programmes for Pre-primary, Primary, Basic and Secondary Education, and the Language Use Standards of the International Baccalaureate Organization (IBO) (*Programme Standards and Practices* (2020), *PYP: Principles into Practice* (2023 update), *MYP: From Principles into Practice* (2022), *Learning diversity and inclusion in IB programs* (2023)), It is recognized that language is an important part of education, directly related to personal development. With the International Baccalaureate (IB) *program* emphasizing *intercultural* understanding and lifelong learning, language becomes an essential part of the educational philosophy.

2. The mission of the International Baccalaureate to develop internationally minded people who, by recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world.

3. The philosophy of the International Baccalaureate is based on the belief that education should be student -centered , emphasizing inquiry-based learning , intercultural understanding , and the development of essential life skills. The program focuses on holistic education, nurturing not only students' intellectual abilities , but also their personal and social growth .

4. Vilnius st. Kristoforo Progymnasium mission is to develop together, taking into account each student, and to develop a personality that develops its own values, capable of consciously learning through research and collaboration .

5. Vilnius of st. Kristoforo Progymnasium vision is to work together to develop a thoughtful, responsible and caring, consciously learning personality; **#importanteveryone** .

CHAPTER II PHILOSOPHY OF LANGUAGE

6. Vilnius st. Kristoforo Progymnasium's language philosophy: language is a means of cultural expression and is an important part of a student's identity. Language is a powerful tool for learning and communication.

7. The language of instruction at the junior high school is Lithuanian. This reflects the commitment of the junior high school teachers and students to preserve and nurture the state language, while also educating global citizens.

8. When studying foreign languages at the junior high school, we aim to foster linguistic and cultural diversity, giving students the opportunity to meaningfully and thoughtfully communicate with the world around them.

9. The aim is to create an environment that:

9.1. s promotes multilingualism: students are encouraged to learn several languages, thus enriching their academic and social experience;

9.2. supports academic and social language skills: ensuring that students can feel good and adapt positively in the learning environment and beyond;

9.3. promotes cultural awareness and empathy: language is used as a tool to understand and appreciate different cultures and perspectives;

9.4. ensures equity and accessibility: all students are provided with the tools and support they need for academic success, regardless of their linguistic background.

CHAPTER III

LANGUAGE OF INSTRUCTION AND FOREIGN LANGUAGE LEARNING

10. The language of instruction is always Lithuanian. For non-Lithuanian speaking students and their parents, the descriptions of the IB procedures of the progymnasium are prepared in English. During the adaptation period (up to 1 year at the most), when a student returns from abroad or comes to live in Lithuania and does not know Lithuanian, students receive help from teachers: translated instructions, help from a student assistant, additional Lithuanian language lessons, consultations, the possibility of using electronic translators, and encouragement of classmates to form self-help groups.

11. The junior high school offers students meaningful learning of foreign languages:

11.1. "formal education of foreign languages"

11.1.1. According to the IB program, junior high school students learn English as their first foreign language and choose a second foreign language from French, German, or Spanish; the goal is to develop communication skills in another language and introduce students to different cultures;

11.1.2. English lessons are held twice a week for students in grades 1–4, and three times a week for students in grades 5–8;

11.1.3. From grade 5, students can choose a second foreign language and study it once a week, from grade 6 – twice a week.

11.1.4. In some other subjects, English may be used as an additional language, e.g. by using sources in foreign languages, integrating foreign language lessons with other lessons;

11.2. Informal language education: students are also offered the opportunity to choose from non-formal education groups in foreign languages.

12. All students who have started the Middle School program (*Middle Years programme* – MYP , hereinafter – MYP), are divided into two level groups according to the level of foreign language proficiency:

12.1. Grade 5 – Level 1 or 2, Grade 6 – Level 2 or 3, Grade 7 – Level 3 or 4, Grade 8 – Level 4 or 5;

12.2. The level of proficiency in the first foreign language is determined by:

12.2.1. Grade 5 students (MYP 1) and new students entering grades 6–8 (MYP 2–4) will take a speaking task and a written test during the first weeks of September;

12.2.2. Continuing education students in grades 6-8 (MYP 2-4) taking a speaking task and a written test before moving to the next grade in May;

12.3. The level of proficiency in a second foreign language is determined by students in grades 6–8 (MYP 2–4) taking a speaking task and a written test before moving to a higher grade in May;

12.4. Students may be moved to the next level group based on their test and speaking performance and progress throughout the year.

13. Students have access to consultations at all times: they can contact the teaching teacher to deepen their knowledge and skills.

CHAPTER IV

LANGUAGE LEARNING IN THE IB PROGRAM

14. Grades 1–4 , i.e. PYP (Primary Education Program – PUP, English: *Primary Years In the Primary Education Programme* (PYP) classes, language development covers the following interrelated areas:

14.1. spoken language (listening and speaking), when students develop active listening, learn to ask meaningful questions, clearly express thoughts, ideas, feelings, argue, participate in discussions, research, presentations and reflections, and adapt language to different communication situations and audiences;

14.2. visual language (observation and presentation), where students learn to analyze and interpret visual information (illustrations, diagrams, maps, video, digital content), critically evaluate various sources of information, create visual presentations, posters, infographics and other communication products, and combine textual, visual and digital information in order to clearly convey their ideas;

14.3. reading, where students are taught to read texts of various genres and purposes, understand basic and detailed information, analyze and interpret texts, draw conclusions, raise questions and connect the information read with previous experience, and use reading as a means of research and independent learning;

14.4. writing, where students are taught to create texts for various purposes, express their thoughts clearly and coherently in writing, plan, edit and improve their texts, apply age-appropriate language, grammar and spelling skills, use information sources responsibly and respect intellectual property.

15. In all areas of language development, students are encouraged to reflect on their progress, use their native and other languages as learning resources, collaborate with peers, and apply language skills in authentic learning situations. Language development is closely linked to the PYP learner profile characteristics, ATL skills, conceptual learning, and student *agency* .

16. For MYP students, language is considered a fundamental tool for learning, thinking, communicating and intercultural understanding . Language development is an integral part of all academic subjects and contributes to students’ ability to analyse information, create meaning, collaborate and communicate effectively in a variety of academic and real-life situations. Each teacher is responsible for developing students’ academic language skills in the subject they are teaching.

17. In MYP classes, language development is linked to elements of the IB program:

17.1. conceptual learning : students not only acquire linguistic knowledge and skills, but also develop an understanding of how language helps to create meaning, convey ideas, argue, interpret information and solve problems; key and related concepts are applied in the learning *process*

Concepts , Related Concepts), which help deepen conceptual understanding and transfer knowledge to new contexts;

17.2. Global Contexts: Language learning is linked to the six MYP Global Contexts, which help students understand the role of language in local and global communities; by analyzing a variety of texts, creating projects, and participating in discussions, students develop intercultural awareness and respect for different languages and cultures;

17.3. skills (ATL) development: students consistently improve all five ATL areas;

17.4. criterion-based assessment: language achievement in the MYP is assessed in accordance with the principles of IB criterion-based assessment; assessment is based on clear criteria that allow students to understand learning expectations, assess their own progress and plan for further development; the assessment process uses formative and summative assessment, and students are provided with regular constructive feedback; assessment is focused not only on the final result, but also on the student's progress, the ability to apply the language in authentic situations and reflect on their learning process;

17.5. academic language development: teachers of all subjects systematically develop students' academic language, helping them to understand subject terminology, use precise academic language in speech and writing, create argumentative texts and presentations, analyze various sources of information, and adhere to the principles of academic integrity; language support is differentiated taking into account students' linguistic abilities, previous experience, and individual needs;

17.6. active involvement of students in education (*Student agency*): students actively participate in developing their language skills: they set personal learning goals, reflect on their progress, use feedback from teachers and peers, choose the most appropriate forms of communication, and apply language skills in interdisciplinary projects and authentic learning situations

CHAPTER V

MULTILINGUALISM AND NATIVE LANGUAGE SUPPORT

18. Vilnius st. Kristoforo progymnasium supports multilingualism in the community. In addition to foreign language lessons , the high school provides students with opportunities to get acquainted with different languages and cultures:

18.1. European Week of Languages: An annual language week celebrating the diversity of languages used in lower secondary schools . This event allows students to participate in presentations and activities that encourage language exploration;

18.2. Tolerance Day: students have the opportunity to organize and participate in various activities on diversity topics;

18.3. Final projects for 4th graders and community projects for 8th graders: Students can choose to conduct research and write a year-long project in English, Spanish, German, or French.

19. The Progymnasium emphasizes the importance of mother tongue education as part of our commitment to diversity, inclusion and secularism : helping students maintain and develop their mother tongue while ensuring the success of their academic journey. The Progymnasium encourages students to participate in activities that allow them to connect with their cultural environment while strengthening language skills, and offers the following resources:

19.1. Language mentoring: Pairing students with peers or older students who speak the same native language helps them develop language skills, integrate into the culture, and understand the curriculum content;

19.2. multilingual resources and literature: the junior high school library has books, educational materials and online resources in various native languages of students (for example, bilingual dictionaries, translated texts, fiction, etc.);

19.3. Language support during the adaptation period : students are allowed to use dictionaries or other resources that help them overcome differences between their native language and the language of instruction during assessments, especially when performing writing or oral tasks ;

19.4. Language in context: teachers can use students' native language as a bridge , helping them understand certain linguistic or cultural contexts, encouraging them to explore parallels between their native language and the language of instruction;

19.5. Parent- teacher partnership : working with parents to understand the child's cultural background and discuss the child's language progress. Such collaboration can help ensure that a student's language needs are met both at home and at school.

CHAPTER VI

LANGUAGE PROFICIENCY ASSESSMENT

20. Language proficiency is assessed to ensure that students' language skills are developed effectively. Assessment methods:

20.1. Formative assessment: teachers continuously assess various student activities, such as discussions, presentations, group projects and written work, and monitor the development of students' language;

20.2. summative assessment: tests and assignments are assessed to assess students' abilities in Lithuanian and the foreign languages they are learning;

20.3. Self-assessment and reflection: Students are encouraged to reflect on their language learning, identify their strengths and areas for improvement; this helps students take responsibility for their own learning and develop lifelong language learning skills.

CHAPTER VII

EMPLOYEE PROFESSIONAL DEVELOPMENT

21. Vilnius st. Kristoforo progymnasium encourages teachers to learn languages. This ensures that teachers are prepared to take into account the needs of all students and effectively implement the language policy of the progymnasium.

22. Teachers are encouraged to share good practices in language(s) education, using resources in different languages when preparing lessons.

CHAPTER VIII

MONITORING AND EVALUATION

23. The language usage policy is reviewed every two years or more often as needed.

24. Teachers, administration representatives, and the IB coordinator are involved in developing a description of the language use procedure.

25. The description of the language usage procedure is available to all interested parties.
