



Language policy



revised: March 2022

Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).

III.gimnazija Split (TREMA) agrees to:

- acknowledge English as the language of instruction in the school's IB DP programme, while promoting the usage of the mother tongue(s) of its students, as well as other languages taught at TREMA
- provide for all the language needs of its students, in accordance with the national legislation and IB policies
- provide the students with clear instructions on how to use language in an academic context
- promote language learning as an interdisciplinary activity spanning across all subjects at IB DP
- put an emphasis on integrated process of learning and teaching all 4 language skills (reading, writing, listening and speaking) with a development of international-mindedness, interculturalism and media literacy
- promote library –based activities that lead to language teaching and learning

School language profile

As a candidate school for the Diploma Programme, we are committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness.

English and Croatian are languages of teaching and learning in the IB department, as well as languages of communication. Teachers use English as language of instruction and are responsible for introducing, developing and reinforcing specific, subject related register.

IB language philosophy of placing a high value to mother tongue learning is highly appreciated and followed in TREMA. It is also the basis for the language provision for both literature and language acquisition.

The following language options are offered in school:

Language and Literature:

- Croatian A Literature (SL & HL)
- English A Language and literature (SL&HL)

Language Acquisition:

- English B (SL & HL)
- Italian ab initio (SL)

Language B courses are organised in a way that aims at developing all four skills (reading, listening, writing, speaking), and thus prepare students for the final assessment based on the assessment criteria provided by the IB. Various teaching strategies are applied and students are involved as much as possible in the process of self-assessment. Due to the fact that students come from different educational systems, it may happen that a mixed ability group is formed, so that some extra time has to be devoted to practising grammar/vocabulary in order to create a more homogenous group, and therefore, more efficient in its progress. Teaching will be organised mostly in 90 minutes lessons – this enables the teacher to organise lessons efficiently. It is suitable for larger units, leaves enough time to discuss homework in the classroom, do enough grammar/vocabulary exercises, do pair or group work, make presentations of either personal or group projects, do listening or writing tasks etc. All students have access to the Internet at school and during Language B lessons they work with the materials prepared by a teacher, but are also encouraged to use their own time for the purposes of foreign language acquisition. They also use relevant literature which is at their disposal at the school library.

Croatian language policy

All Croatian students and citizens have to take Croatian Language and Literature course as it is regulated by the national educational regulations on mother language policy, a requirement of the Ministry of education, especially if the students decide to study in Croatia, as all universities and colleges in Croatia require from students Croatian language 'matura' exam at either high or sometimes standard level. Because of the regulations and requirements of the Ministry of Education the Croatian syllabus in part has to follow Croatian syllabus from the national curriculum but in terms of philosophy and especially assessment criteria it also follows IB principles and practices. However, there is usually a small group of Croatian students who were either born or have spent most of their lives in an English-speaking environment, and whose Croatian is not very good to easily follow Croatian as language A, therefore the school will provide additional classes of Croatian for such students to prepare them better for the demands of Language and Literature- Croatian. Finally, since the host country's language is Croatian the school believes that the foreign students should learn the language of the host country as it makes their lives outside the school community much more comfortable and everyday communication with Croatian citizens a lot easier, if they have at least a basic knowledge of Croatian. In addition to all the above mentioned, all of the DP teachers are Croatian so our students can also benefit from them as far as Croatian is concerned.

Support for mother tongues

Although the international student body in our school will be quite small, and most students in the DP will be Croatian or Croatian citizens, the school will try to support as many mother tongues as possible. A literature course in your mother tongue is called a "Language A Literature SSST SL" course. Language A stands for all the native languages that are offered by the IB, SSST stands for School Supported Self Taught and SL for Standard Level. It is important to note that it takes time to organise tutoring in Language A Literature SSST SL so it is recommended to discuss with this with the SSST coordinator at least three months before starting DP Studies at TREMA. Although the school will help with finding a tutor (online), tutoring will incur a fee.

School community

TREMA recognizes that administrators, teachers, librarian and other school staff require professional development in the fields of language learning and teaching. As TREMA does not have a separate cohort of teachers for the national curriculum and IB DP, all IBDP teachers teach in the national curriculum as well or hold an administrative function. Because of that, teachers, librarians and administrators use all the acquired knowledge and skills in their everyday work, both in IB DP and other realms of school activities.

Choosing the right language course

In accordance with national educational regulations on mother language learning regulated by the Ministry of Education, all Croatian citizens are obliged to study Croatian as their mother tongue i.e. Croatian Literature (Group 1).

The student that has been learning Italian for at least 2 years before IB DP, can't choose Italian ab initio in Group 2. Those situations will be discussed with the DP Coordinator and will be decided on a "case-by-case" basis.

Students are encouraged to take SSST Language A course if they/their parents are minorities or they have a different mother tongue than Croatian or English.

Regarding the Language ab initio or a self-study option, should the need arise to teach future students at the mentioned levels, TREMA Language B teachers of all the mentioned languages are constantly educated and up-to-date with the Language ab initio level and self-taught language particularities, and they are ready to start teaching it in case there is interest in it. Further to the languages taught and offered in IBDP, the school offers its students (both coming from the national program and IBDP) to take language classes in optional language groups. In that way multilingualism and multiculturalism are promoted, as the students are able to learn to express themselves and think in other foreign languages (such as French, Spanish, Russian or Italian). During the process of third or fourth language acquisition students learn about the cultures of those communities as well, thus promoting international-mindedness and multiculturalism.

Strategies to support all teachers in their contribution to the language development of students

Most of the teachers who work in the International Department of the school –have a very high level of English. However, occasionally refreshment courses will be organized in Croatia or the teachers will be able to opt for a 2 or 3-week language course in the UK.

Support for students who are not proficient in the language of instruction (ESL)

As the majority of our students will have a very high level of English there is no need for the ESL support.

Should there be such a need in the future, the school has resources to organize that as an additional ESL class just like it provides additional Croatian classes for a number of Croatian students who have problems with Croatian and the school provides 4 additional classes of Croatian to prepare them better for the demands of Croatian Language and Literature.