

Language Policy

Gymnázium a SOŠ Rokycany (G+SOS) is a state grammar school with a long tradition, providing students with general education in both four-year and eight-year programmes. The IB Diploma Programme (DP) is implemented within one of the four-year programmes and comprises the final two years of study. It is based on the school curriculum *"Inspiration and Knowledge in Context"*.

The school aims to support the holistic development of each student, including motivation for lifelong learning, critical thinking, and problem-solving skills. The school emphasises an individual approach and aims to create a supportive and academically challenging learning environment. This policy aligns with the IB Standards and Practices (2020) and reflects the school's commitment to equity, access, and student well-being. The Language Policy forms part of a broader framework including the Academic Integrity Policy, Assessment Policy, Inclusion Policy, and Admissions Policy.

1. Purpose of the Language Policy

The purpose of this document is to outline the school's approach to language learning and teaching at Gymnázium a SOŠ Rokycany. It describes the languages of instruction, the range of languages offered, and the support provided for students with different linguistic backgrounds.

The policy reflects the school's commitment to IB requirements and to fostering multilingualism, ensuring that all students are supported in developing their language skills, including those whose first language is not Czech.

1. 1. Philosophy

Language is central to teaching, learning, and communication at Gymnázium a SOŠ Rokycany. The school recognises that all teachers contribute to students' language development within their subjects and that language plays a key role in understanding and expressing knowledge.

The school promotes multilingualism as an essential component of international-mindedness and supports students in developing their language skills as part of their personal, academic, and intercultural growth. Language learning is understood as a continuous process that extends beyond the classroom.

To ensure a high-quality learning experience, the school:

- supports students in developing proficiency in the languages of instruction
- values and supports students' mother tongue as an important part of their identity and academic success
- provides a positive and inclusive learning environment
- uses a variety of teaching and assessment strategies to support different learning needs
- fosters intercultural understanding and communication among students from diverse backgrounds

1. 2. The school language profile

The majority of students at Gymnázium a SOŠ Rokycany have Czech as their first language. A smaller group of students have a different mother tongue, most commonly Vietnamese or Ukrainian, reflecting the local

community. In most cases, these students have lived in the Czech Republic from an early age and have a sufficient level of Czech to access the curriculum.

The school also enrolls individual students with other linguistic backgrounds, such as English or French. Appropriate support is provided to ensure that all students can successfully participate in learning and develop their language skills.

The school is committed to supporting students whose proficiency in the language of instruction may require further development, enabling them to access the curriculum effectively.

Individual students' language profiles are established using information provided by students, their parents or legal guardians, previous educational records and, where appropriate, teachers' observations and language assessment data.

2. School curriculum and languages of instruction

The primary language of instruction at Gymnázium a SOŠ Rokycany is Czech. In the IB Diploma Programme (DP), however, instruction is delivered in both Czech and English. Czech remains compulsory in accordance with national requirements.

In the IB DP, English is the language of instruction for most subjects. The exception is Language A: Czech Literature, which is taught in Czech. As the school does not offer Language A: Language and Literature, students also attend additional Czech lessons to further develop their language proficiency.

To support students' transition into the IB DP, the school offers a two-year bilingual programme prior to the Diploma Programme. This programme, titled *Inspiration and Knowledge in Context*, is taught in both Czech and English and meets the requirements of the Czech national curriculum.

In this preparatory programme, selected subjects are taught in English, including World Literature, English, World History, Social Studies, Regions in Context, and Discourse and Communication. Other subjects are taught in Czech. In addition, students receive an increased number of English lessons to develop the level of proficiency required for successful participation in the IB DP.

2. 1. Mother tongue support

The school recognises that a student's mother tongue plays a key role in their identity, cultural understanding, and overall academic development. Students are encouraged to maintain and further develop their mother tongue alongside the languages of instruction.

Gymnázium a SOŠ Rokycany provides support for students whose mother tongue is not Czech and is committed to ensuring that all students can successfully access the curriculum. Although the number of such students is currently limited, the school anticipates increasing linguistic diversity and aims to respond proactively.

Mother tongue development is supported through:

- access to a range of learning resources, including library materials and online sources
- encouragement of reading and independent language development
- opportunities to participate in cultural activities, competitions, and school events
- a supportive learning environment that values linguistic diversity and peer collaboration
- teaching and assessment strategies that take into account students' linguistic backgrounds

Where appropriate, students are also encouraged to pursue additional language learning opportunities outside the school.

2.2. Language of instruction support

In the IB Diploma Programme at Gymnázium a SOŠ Rokycany, the languages of instruction are Czech and English. As most students have Czech as their first language, this section focuses on support for English as an additional language of instruction.

The school provides structured support to help students develop the level of English required for academic success in the IB DP. In the two years prior to the programme, students receive an increased number of English lessons to strengthen their language proficiency and prepare them for studying in English. Selected subjects are also taught in English to develop students' academic language and subject-specific vocabulary.

Support is further enhanced through:

- access to a wide range of learning resources, including library materials and academic databases
- encouragement of reading in English to develop language proficiency and critical thinking
- use of varied teaching and assessment strategies to support different learning needs
- provision of high-quality subject-specific materials in English
- opportunities to participate in language-related activities and competitions

Through these approaches, the school supports students in developing confidence and competence in English as a language of learning.

2.3. Parent involvement in students' language development

The school recognises parents and legal guardians as important partners in supporting students' language development. Parents are involved, where appropriate, in establishing and reviewing their child's language profile and in identifying suitable strategies for further language development.

When a student enters the school or the IB Diploma Programme, information about the student's linguistic background is gathered from the student and their parents or legal guardians. This may include the student's mother tongue, other languages spoken or studied, previous language-learning experience, languages used at home, and any particular strengths or support needs.

Parents may contribute to the planning and review of their child's language development through:

- information provided during the admission and enrolment process
- individual consultations with teachers, the IB DP Coordinator, form teachers or other relevant staff
- parent-teacher meetings and other meetings concerning the student's academic progress
- discussion of assessment results, language proficiency, strengths and areas requiring further development
- consultation concerning appropriate language-learning strategies and, where relevant, additional language support

The school provides parents with information about the languages of instruction, language requirements of the IB Diploma Programme, available language-learning opportunities and relevant learning resources.

Where appropriate, teachers may recommend resources for use outside school, including books, online resources, cultural activities, language courses or opportunities to support the continued development of the student's mother tongue.

For students whose mother tongue is not Czech, or whose proficiency in a language of instruction requires additional support, the school works with the student and their parents or legal guardians to identify

appropriate support. The effectiveness of this support is reviewed as part of the student's ongoing academic development, and parents may be consulted when adjustments are considered necessary. Communication with parents is conducted in a form that supports their meaningful participation. Where language presents a barrier to effective communication, the school will, where reasonably possible, seek an appropriate means of facilitating communication.

3. Students' aims

The school supports students in developing their language abilities and encourages them to set and achieve their own learning goals.

The following aims guide students' language development:

- to achieve proficiency in at least two languages, Czech and English, and to be able to use them effectively for further study
- to develop both receptive and productive language skills across different contexts
- to engage with a range of texts, including fiction and non-fiction, in different languages
- to explore and understand different cultures through language learning
- to communicate confidently and effectively in both spoken and written forms
- to recognise the relationship between language and culture

4. Language practices

Gymnázium a SOŠ Rokycany aligns its language practices with IB requirements and promotes the development of international-mindedness across the school community. Language learning is valued as a key component of the IB Learner Profile and is supported across all subjects.

The school recognises that all teachers are responsible for students' language development and ensures that teaching and learning address the diverse linguistic needs of students, including those learning in a language other than their first language.

Language practices are supported through collaborative planning, differentiation, and the effective use of available resources, including the expertise of the wider community. The school places importance on the development of students' mother tongue, the language of instruction, and additional languages, fostering multilingualism and intercultural understanding.

These practices are in line with the IB Programme Standards and Practices (2020), particularly in relation to international-mindedness, language development, and inclusive teaching and learning.

5. Policy review

This policy is a working document and is reviewed regularly to ensure it reflects the current needs of the school and its students. The review process takes into account developments in language learning, changes in IB requirements, and feedback from members of the school community.

6. Resources

The policy reflects current IB guidance on multilingualism and language support in IB programmes.

It is informed by the following sources:

- Guidelines for Developing a School Language Policy (2018), International Baccalaureate Organization (IBO), Cardiff, Wales
- Programme Standards and Practices (2020), IBO, Geneva, Switzerland
- Learning in a Language Other Than Mother Tongue in IB Programmes (2008), IBO, Cardiff, Wales

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