



# Language Policy



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## **School Mission**

The European School provides an exceptional education in a nurturing and academically challenging environment, inspiring each student to achieve their personal best and become an influential and socially responsible global citizen.

## **School Values**

Our values-driven international education is expressed through core values that are woven into every academic and extracurricular activity at the European School. We actively promote four values that form the basis of everything we do.

They include:

- Leading through innovation
- Pursuing excellence
- Growing by learning
- Global citizenship

With these values at our core, we encourage independent learning and empower students to embrace responsibility. Students at ES learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.

## **We are committed to:**

Offer inclusive, diverse and innovative learning communities.

Develop, support and empower our students intellectually, creatively, socially, physically and ethically in harmony with Georgian culture.

Focus on academic excellence and integrity.

Creating lifelong learners.

## The IB learner profile

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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## **School Language Vision**

For us, language is the most important instrument of communication, which enables individuals to express themselves, share, and interact with each other. We approach language seriously in our school as the most important way of communicating with different cultures, understanding each other, expressing one's self properly, and establishing empathy towards others in today's world of fast and easy access to communication and information.

We believe in a holistic education, with intercultural awareness and communication at the forefront. It is important that the needs of each child are identified and to recognize that each child will achieve developmental milestones in different but relevant ways. Through effective assessment practice teachers can ensure that this goal is achievable for all European school students.

The European International School Tbilisi is based on the priorities of the national educational program and the programs of International Baccalaureate to offer students a quality education in a choice of three languages.

The school is determined to equip students with relevant knowledge and strategies to achieve their personal best and navigate themselves in a linguistically and culturally diverse world.

We view language as a tool for making meaning in the world. We believe:

- Language is fundamental to develop critical thinking, communicative and learning skills, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities. All teachers are teachers of Language.
- Learning process involves three main aspects, that permeates the whole curriculum und language programme: learning a language, learning about language, and learning through language.
- Language learning is a lifelong process.

## **Introduction**

The language Policy of European School is based on an understanding that languages are key aspect in the development of international understanding.

The document covers issues related to the language teaching and learning, goals and expected outcomes in respective grades, strategies on how to use existing language knowledge to master a new one, the learning and teaching strategies across three different programs and their priorities, identifying students' personal needs, etc.

The document defines the roles of teachers and learners, and provides the range of native, mandatory and elective language classes.

## **School Languages**

The European School offered following Languages:

### *Kindergarten*

Kindergarten offers instruction in two languages: Georgian and English. For the Georgian programme Kindergarten offers English acquisition four times per week and Russian acquisition twice per week.

For the English programme, Kindergarten offers Georgian and Russian language clubs.

### *Georgian Programme*

#### *Primary school (age 6-10, Grade 1-5)*

Languages of instructions: Georgian

#### *Secondary School (age 11-14, Grade 6-9)*

Languages of instructions: Georgian

#### *High School (age 14-17, Grade 10-12)*

Languages of instructions: Georgian

### *Other Languages*

German, French or Russian are offered as Language acquisition-just in case if there are no less than 6 students together. The student can choose one of above mentioned languages.

### *International Baccalaureate Programmes*

#### *Primary Years Programme (PYP)*

Languages of instruction: English

English, Georgian, and Russian are offered as **Language A**.

German, French or Russian are offered as **Language acquisition**.

#### *Middle Years Programme (MYP)*

Languages of instruction: English

English, Georgian, Russian are offered as **Language and Literature**.

German, French or Russian are offered as **Language acquisition**.

#### *Diploma Programme (DP)*

Languages of instruction: English

English, Georgian, Russian, and Persian are offered as **Language A: Literature**

#### *American High School*

Languages of instruction: English

English and Georgian are offered as **Language and Literature**.

German, French, Latin are offered as **Language acquisition**.

## **Languages in Georgian Programme**

### *Georgian as the language of instruction*

The goal of Language and Literature is based on the priorities of the national educational program.

Language is fundamental to develop critical thinking, communicative and learning skills, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities.

Aims of Language and Literature are:

- to encourage students to use language for thinking, creativity, reflection, learning, self-expression, analysis and social interaction;
- to develop the listening, speaking, reading, writing, viewing and oral presentation skills;
- to develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts;
- to develop a respect for, and understanding of, diverse linguistic and cultural heritages;
- to develop a lifelong interest in reading;



- to foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

## **English Language acquisition by the British Council Georgia**

### *Introduction*

The acquisition, namely English Language Teaching and Learning is delivered in partnership with The British Council Georgia, namely in The Georgian Programme.

This statement of approach to the language acquisition is based on an understanding that languages are a key aspect in the development of international understanding. As a cultural relations organisation, the British Council aims to develop intercultural understanding as its core aspect of language learning. Our teaching and learning is aligned to this corporate value. Therefore, we build positive relationships and create an inclusive and collaborative learning environment of mutual respect and understanding.

Our curricula offer continuity and progression for every learner, at whatever age they begin their English language learning with The British Council.

This document defines the roles of BC teachers and learners, the learning and teaching strategies in The European School's Georgian Programme and its priorities.

### *The British Council Mission*

The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide. The British Council provides learners with a rewarding and stimulating English language learning experience. We help all learners reach their full potential by respecting them as diverse individuals, and by encouraging them to be active participants in their own learning.

The British Council has been awarded the Keeping Children Safe Certification. Thus, our commitment is to:

- ensure a safe, secure and inclusive learning environment so that all learners and families feel included, safe and valued.
- ensure that the physical and digital settings are safe and secure.
- have safeguarding, behavior and diversity policies.

### *Language Education Profile*

The English language is one of the most widely spoken languages in the world. Therefore, proficiency in language is an invaluable life skill. Our learners learn English language acquisition, consequently, they learn new ways to think and express themselves through written and spoken words. Learning foreign languages can help them communicate more clearly in any language as they learn more about how language

itself works and how to use it to promote ideas and reach out to others in a variety of social and work situations.

Our learners are divided into different levels in lower and upper secondary classes in order to make lessons more engaging, personally relevant and appropriately challenging.

The British Council at the European School offers the following amount of English language training from Grade 1 to Grade 12:

Grade 1 (3 periods of 45 minutes per week)

Grade 2 (3 periods of 45 minutes per week)

Grade 3 (4 periods of 45 minutes per week)

Grade 4 to Grade 12 (5 periods of 45 minutes per week)

#### *Our teachers*

We recruit English language teachers with internationally recognised qualifications in English language teaching who have the knowledge, skills and experience to develop the language communication skills and learning strategies of our learners. Our teachers receive on-going professional development and are supported by a team of academic managers to deliver high quality learning experience for each learner.

#### *The British Council Approach to English Language Teaching*

In British Council classrooms, learners thrive in their language learning because teachers:

- help learners identify the strategies that suit them best to become successful and autonomous language learners.
- use assessment to promote and measure learning.
- give timely and constructive feedback on learning and progress.
- encourage learners to reflect systematically and regularly upon their learning and progress.
- set and negotiate realistic goals with and for their learners.
- inform learners of the aims and purpose of learning activities.
- create a positive and inclusive learning environment where learners learn with and from each other and feel confident using English in the classroom.
- help learners develop intercultural awareness and understanding.
- use a variety of resources and technologies to meet their learners' needs.
- help learners develop a positive and persevering attitude towards their English language learning.

#### *The Use of Language in the classroom*

We believe that it is very important for teachers and learners to communicate in English in the classroom. The sooner this begins in the studies of a learner, the better in terms of their overall English proficiency.

Using English only in class promotes all the skills. It increases the opportunity for practice and over time increases confidence. It allows learners to build up an alternative inner voice in English, which they can switch into easily making them more fluent and accurate.

We understand there may be times when a teacher and learner need to use Georgian in class, for example when a learner is upset or in an emergency.

### *Language Education Profile*

The English language is one of the most widely spoken languages in the world. Therefore, proficiency in language is an invaluable life skill. Our learners learn English as a second language, consequently, they learn new ways to think and express themselves through written and spoken words. Learning foreign languages can help them communicate more clearly in any language as they learn more about how language itself works and how to use it to promote ideas and reach out to others in a variety of social and work situations.

Our learners are divided into different levels in lower and upper secondary classes in order to make lessons more engaging, personally relevant and appropriately challenging.

The British Council at the European School offers the following amount of English language training from Grade 1 to Grade 12:

Grade 1 (3 periods of 45 minutes per week)

Grade 2 (3 periods of 45 minutes per week)

Grade 3 (4 periods of 45 minutes per week)

Grade 4 to Grade 12 (5 periods of 45 minutes per week)

### *Language Learning Support*

In addition, The European School in partnership with The British Council has provided its employees with the in-house English classes, focused on improving their communicative confidence.

In evenings and weekends, the British Council is proud to be able to hold classes at the European School for their adult and young learner students.

The European School staff have the opportunity to register either themselves or their children for these English Language courses at a discount.

Even though the British Council caters for every learners' individual needs, the European School's Student Support Centre's service has been particularly useful in certain grades, or with SEN learners.

The goal of the Student Support Centre is to respond to the diverse needs of learners with mild to intensive learning challenges within a school context of shared responsibility.

Learners receive additional support aimed at fostering the development of their English language learning acquisition skills.

### **Other Language Acquisition in Georgian Programme**

Language Acquisition programs are an important part of the education opportunity so students at the European School. We try to provide the programmes that are accessible, meaningful, and challenging for our students.

The aims of Language acquisition state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator.

The aims of the teaching and learning of language acquisition are to:

- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social component offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other
- cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

At the European School, the following language acquisition courses are offered:

- French

Grade 5 -9 (2 periods of 45 minutes per week)

Grade 9-10 (3 periods of 45 minutes per week)

Grade 11-12(2 periods of 45 minutes per week)

- German

Grade 5-9 (2 periods of 45 minutes per week)

Grade 9-10 (3 periods of 45 minutes per week)

Grade 11-12(2 periods of 45 minutes per week)

- Russian

Grade 1-12 (3 periods of 45 minutes per week)

### *Language Learning Support Center*

The European School offers additional service: Student Support Centre, which provides after school support for the learners who have just been moved to the European School and need to catch up with the programme, or have difficulties learning in a mixed ability.

The English Language Learner (ELL) programme of the Student Support Centre is designed to provide students to become confident learners of English both academically and socially. During the process of admission to European School student will be identified as needing ELL support.

For Primary Years students of the Georgian program the European School proposes English language learning support in ELL classroom without additional fee.

English language support for the students who need occasional help provided by their English language teacher in regular classrooms as additional lessons.

The ELL teachers help students to develop the reading, writing, comprehension and speaking skills and build on academic success across the curriculum, over time.

ELL Classes are conducted twice a week. English teachers create an individual learning support plan.

## **Languages in International Baccalaureate (IB)**

### *Primary Years Programme (PYP)*

The main language of instruction in the PYP section is English.

Our language of communication with parents is in English. We communicate with parents of other nationalities in English or communicate via an interpreter when necessary.

The language of correspondence with foreign institutions is English. Our website is both in English and in Georgian.

### *Language Education Profile*

Language is fundamental to learning, thinking, and communicating. Proficiency in language is a valuable life skill; a powerful tool both in societal communication and as a means of personal reflection. Mastery in one or more languages A enables each student to achieve their full linguistic potential.

### *Language A*

Language A develops the skills of written, visual, and oral communication which include reading and writing, viewing and presenting, and speaking and listening.

## Primary Years Programme

The European School offers the following PYP Language A courses from Grade 1 to Grade 5:

- English A

Grade 1 to grade 4 (7 periods of 40 minutes per week)

Grade 5 (6 periods of 40 minutes per week)

- Georgian A

Grade 1 to grade 5 (5 periods of 40 minutes per week)

- Russian A

Grade 1 to Grade 4 (2 periods of 40 minutes per week)

Russian A is offered to students from Grade 1- 4 as an extra Language A lessons only when the student does not require additional English language support.

## *Language Acquisition*

Learning Language B plays a key role in the transition between the IB PYP and the IB MYP sections at European School. It is believed that learning a foreign language helps students to enhance their awareness of learning styles, strategies, and study skills. It is believed that additional language acquisition leads to greater intercultural awareness and understanding, empathy for the culture of the target language, and open mindedness.

European School PYP offers language acquisition courses in Russian, German, and French within the school curriculum

At the European School, the following PYP language B courses are offered:

- Georgian

Grade 1 to grade 5 (5 periods of 40 minutes per week)

- French

Grade 5 (3 periods of 40 minutes per week)

- German

Grade 5 (3 periods of 40 minutes per week)

- Russian

Grade 5 (3 periods of 40 minutes per week)

## *Language Learning Support*

All students are given language support in all subjects through differentiated studies within the programme. Additionally, the European School has a Learning Support Centre, which implements an English language support programme. Our Learning Support Centre works with students who require extra English language support.

The goal of the English Language Learning Support programme is to respond to the diverse needs of students with mild to intensive learning challenges within a school context of shared responsibility. Our students receive support aimed at fostering the development of their English language learning acquisition skills. With individually designed support, students acquire strategies that will enable them to succeed within their classes and gradually become independent learners. Through on-going observation, assessment, and evaluation, teachers within multi-disciplinary teams—, which also include parents--establish the steps students are advised to follow in order to be successful in their learning.

### *Mother Tongue Support*

At European School Language A programmes in English and Georgian recognize the important role mother-tongue languages have within our community. We believe that each students' mother tongue should be celebrated as an aspect of their individual and cultural identity, and as well as nurtured as an important aspect of a student's cognitive development. We strive to promote and encourage the maintenance and development of these languages at home and in school.

Teachers work with their students closely to ensure that varying language A ability levels will not inhibit students from participating in the learning process. Teachers often use alternative forms of communication such as visual aids as tools to facilitate comprehension and participation. The presence of mother-tongue languages in the classroom can also contribute positively to the emotional and cognitive development and well-being of students. These languages are embraced positively in the classroom are demonstrated when students are encouraged to share greetings or phrases from their own languages. This type of mother-tongue encouragement can prove beneficial for the self-esteem of students and positively contributes to our community building process. Mother tongues can enrich the learning environment when students are encouraged to make connections between languages.

We are continuing to develop our library resources to reflect the diversity of our community and this includes accumulating a wide range of materials such as books that highlight and celebrate a multiplicity of cultures and traditions, as well as language books, reference books, and interactive media.

Parents are encouraged to read, write, and speak with their children in their native language, as these skills will transfer over to their development in English. When possible, students are encouraged to continue their studies by attending out of school classes in their mother tongue.

The European School recognizes the value of maintaining effective communication with parents and works to foster this communication.

In cases of parents who do not speak English:

- The European School Bilingual (PTA) Parent Committee works to encourage clear communication with all bilingual groups.

- The European School staff often acts as a translator between the school and parents.

## **Languages in Middle Years Programmes (MYP)**

### *Language and Literature*

Language and Literature programs are provided for all native and near –native speaking students. Emphasis is placed on learning for specific audiences. Speaking and listening skills are practiced throughout class discussion and debate of authentic topics and issues arising from the study of literature.

The Aims are:

- Provide an optimum learning environment enabling students to work successfully in the languages of instruction and participate fully in the academic programme.
- Provide students a knowledge about language; develop skills to enable students to express themselves fluently and to appreciate literature.

The written curriculum identifying learning expectations and areas language integration. Common scope and sequences with identified learning expectations are used across all languages.

The European School offers the following languages:

- English Language and Literature.
- Russian Language and Literature
- Georgian Language and Literature

Language and Literature is appropriate from the 1<sup>st</sup> year of MYP and it is recommended for students whose language competition is suitable.

### *Language Acquisition*

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.

The programs incorporate the teaching of academic, social, as well as practical language skills, which will enable the students to communicate effectively as valued and informed members of the global community. It encourages students to become independent learners through an enquiry-based approach relevant to the student's backgrounds. At the same time, it develops culture; and international awareness by providing cooperative activities to promote respect, understanding and tolerance, and by preparing students to adapt an ever-changing world. Language Acquisition contains 1-6 phases. The groups are created according to the knowledge of the students in this language (emergent, capable and proficient levels are allowed per grade).



*Optional languages:*

Russian/German/French (Grade 6-7, 3 periods of 45 minutes per week, 8-10 Grade 2 periods of 45 minutes per week)

At the end of the year teacher review language profile of the students and at the beginning of the year teachers, make language profile of the new students. After that language acquisition, classes are formed according levels of the students. If the number of students are very small, students of two consecutive phases can be grouped in one class together.

*Mother Tongue Support*

One way of offering mother tongue support to the students in the International Baccalaureate Middle Years Programmes is through Managebac system. Students take their language courses online while language support teachers can manage the process.

Where possible; students are encouraged to continue their studies by attending after school classes in their mother tongue. Library resources will continue to be developed to build a wide range of materials in mother tongue to include; language books, culture and heritage specific as well as general reference books, and interactive media and DVDs.

The European School recognizes the value of effective communication with parents and works to foster such kind of communication. In the case of communicating with parents who do not speak, English:

- European School Bilingual Parent Committee works to encourage clear communication with all bilingual groups.
- European School staff often fills the role of translator between the schools and parents.
- European School will seek the students who have the required language proficiency to act as translators.

**Georgian as the Host Country Language**

As an international school, we have a special responsibility to recognize and support our students in the learning of the host country language. The acquisition of the host country language enriches the personal experience of living in the host country and allows students to communicate and socialize with their host country community. It also gives a deeper awareness of cultural values, traditions and social norms different from their own. Learning another language brings greater awareness and understanding of one's home language, culture and cultural identity.

During the learning of the host language the following areas are covered:

- Learning how to use Georgian in everyday situations, for social interactions and in leisure activities. Topics will include: making friends and visiting, shopping and money, clothes, weather, the seasons, food and eating out and leisure time activities
- Learning about Georgia and Georgian Culture, its customs, traditions and holidays, history and geography
- Learning about the Georgian language and how it works compared to other languages
- Learning through Georgian about the personal, social and scientific worlds and links are made with the Programme of Inquiry

### *Language Learning Support Center*

The European School offers additional service: Student Support Centre, which provides after school support for the learners who have just been moved to the European School and need to catch up with the programme, or have difficulties learning in a mixed ability.

The English Language Learner (ELL) programme of the Student Support Centre is designed to provide students to become confident learners of English both academically and socially. During the process of admission to European School student will be identified as needing ELL support.

For Middle Year Students European school provides two types of support for English language:

ELL Classes for very beginners, whose English language knowledge, is insufficient with additional fee.

English language support for the students who need occasional help provided by their English language teacher in regular classrooms as additional lessons.

The ELL teachers help students to develop the reading, writing, comprehension and speaking skills and build on academic success across the curriculum, over time.

ELL Classes are conducted twice a week. English teachers create an individual learning support plan.

## **Languages in Diploma Programme**

### *Language A: Literature*

The aims of Language A: Literature in DP are to:

introduce students to a range of texts from different periods, styles and genres; develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections; develop the students' powers of expression, both in oral and written communication, encourage students to recognize

the importance of the contexts in which texts are written and received; encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning; encourage students to appreciate the formal, stylistic and aesthetic qualities of texts; promote in students an enjoyment of, and lifelong interest in, language and literature; develop in students an understanding of the techniques involved in literary criticism; develop the students' ability to form independent literary judgments and to support those ideas. (DP Language A: literature guide, p. 9)

ES offers the following DP Language A: Literature courses from Grade 11 to Grade 12:

- English Literature

HL: 6 periods of 45 minutes per week

SL: 4 periods of 45 minutes per week

- Georgian Literature

HL: 6 periods of 45 minutes per week

SL: 4 periods of 45 minutes per week

- Russian Literature

HL: 6 periods of 45 minutes per week

SL: 4 periods of 45 minutes per week

- Persian Literature

HL: 6 periods of 45 minutes per week

SL: 4 periods of 45 minutes per week

#### *School supported self-taught option*

Where a student's mother tongue cannot be supported through a taught language A class, European School supported self-taught option (Language A: Literature).

The support include: dealing with administrative matters (IB forms, requests, and so on); communicating with the IB (through the Diploma Programme coordinator); providing information, guidelines and resources to students and supervisors; providing an my IB contact person for the student and the supervisor (in case the supervisor does not have access to the my IB ); consulting with the students and supervisors to set up a reasonable schedule for the course of study; ensuring that all internal and IB deadlines are met; ensuring that all IB assessment tasks are completed, and submitted correctly and on time.

#### *Language Acquisition*

Language acquisition consists of two modern language courses—language ab initio (English and Spain) and language B—that are offered in a number of languages. Language ab initio and Language B are Language acquisition courses designed to provide students with the necessary skills and intercultural

understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity. The two modern language courses—language ab initio and language B—develop students’ linguistic abilities through the development of receptive, productive and interactive skills

**Receptive skills:** Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character. They analyse arguments, distinguishing main points from relevant supporting details and explanations. They use a variety of strategies to deduce meaning.

**Productive skills:** Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples. They speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.

**Interactive skills:** Students initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language. Students are adept in negotiating meaning and fostering communication.

#### *Language acquisition aims*

The following aims are common to both language B and language ab initio:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students’ understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students’ awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

*Assessment objectives*

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand analyses and reflect upon a range of written, audio, visual and audio-visual texts.

**Languages in American High School***AHS Use of Language*

The language of instruction and operation at American High School is English. All classes, communications, policies, procedures, decisions, minutes, and meetings are being conducted and written in English, including one-on-one meetings and tutoring sessions with students. In instances where meetings with stakeholders are conducted in Georgian, minutes are translated into English.

The only exceptions to the language policy are assignments, communications, and lessons in the following subjects: Georgian Language and Literature, Spanish Language, French Language, German Language, Latin Language.

AHS immerse students fully in an English-speaking environment.

The distribution of hours for languages are the following:

- English Language:

Grades 8-12 – 5 hours a week.

- Georgian Language (for Georgian students):

Grades 8-12 – 5 hours a week.

- Elective Foreign Languages (French/Spanish/German/Latin)

Grades 8-12 – 2 hours a week.

*Language support*

All students are given language support in all subjects through differentiated studies within the program. European School has a Learning Support Centre, which implements an English language support program. Our Learning Support Centre works with students who require extra English language support.

Students who do not speak Georgian language can also opt-in Beginner Georgian Language courses with a separate teacher as their instructor.

## **Languages in School Practice**

### *Admission at European School*

All enrollment documents are in Georgian, the student will be accepted without suitable knowledge of English from grade 1 to 5 at PYP. However, they have to have some beginner knowledge of English. The students are preferable to have the intermediate level in grade 6-9, which will be determine according to the admission test. The students need to speak, write, read and understand the language fluently in grades 10-12. However, each case will be reviewed on individual basis.

## **Responsibilities of Stakeholders**

### *Role of Administration*

The role of administration: to recognize Georgian and English as working languages, provide hiring of high-qualified teachers. Take care of preparing materials and any needed condition (libra equip material-technical basis).

### *Role of Teacher*

- All teachers are teachers of Language.
- Use relevant language of instruction according to the programme.
- Work out the relevant curriculum, develop the methods of teaching.

### *Role of Parents*

- Cooperate with other parents and share critical ideas with each other.
- Try to understand the programme and its objectives

### *Role of Students*

- Be positive.
- Use relevant language of instruction (Georgian/English) in daily communications at school.
- Use all means like (listening presentations, translations) to deepen his/her knowledge.
- Analyze his weak sides or address teacher for additional help.
- Treat the learning process creatively and develop the language knowledge across the different subjects.

**Students Reports**

The Students are provided with the reports in the languages Georgian and English.

**Parents and Teachers Meetings, Presentations and Other School Events**

All events taking place at the school are held in language of instruction with translation.

**Newsletters and Other Information for The School Community**

Newsletters and Other Information for the School Community are provided in Georgian and English.

**The School Web Site**

The School Web Site introduces the information in Georgian and English.

## Glossary

<i>AL</i>	additional languages
<i>The European School Learning Community</i>	Students, staff and parents of ESIB
<i>Language Profile</i>	A summary of the languages the student can use and understand and an indication of the degree of fluency
<i>Mother tongue</i>	The language of the parents, home language, language of the student's traditional culture
<i>Second Language</i>	The second-best language the student can use to communicate in
<i>Language A</i>	Language and Literature
<i>Language B</i>	Language acquisition
<i>UK</i>	United Kingdom
<i>BC</i>	British Council



## References

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ECML Workshop 8/2005; Whole School Language Profiles and Policies

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Language and learning in the IB programmes .2011