



## **EUROPEAN SCHOOL**



## **LANGUAGE POLICY**

**2017-2018**

## **EUROPEAN SCHOOL Mission Statement**

### **Our Mission**

The European International 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.

### **Our Values**

Our values-driven international education is expressed through core values that are woven into every academic and extracurricular activity at the European International 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.

### **Our Commitment is 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.

## **European School Language Policy Statement**

### **English in the Secondary Section**

In general, the operating language at ESIS (European School -International Section) is English. Apart from teachers of languages other than English, all teachers speak to students in English in and out of the class. Classes are conducted in English apart from those of Georgian, German, French and Russian. Although there is no strict rule about speaking English in break times, students are encouraged to do so. In English-medium classes, students must strive to speak English and consistent use of other languages in class is not tolerated.

### **The Written Curriculum**

Curriculum planning at ESIS occurs in such a way that language learning forms a vital, continuum of development. The language in the curriculum and the development of the student as communicator can and will, through regular reflection and refinement, allow educators at ESIS to develop a continuum of practice which will offer effective opportunity for all students to develop their knowledge, skills and dispositions with

respect to language. Therefore, all planning documents (unit planners, areas of interaction and learner profile continuums, policies, etc.) contribute towards the refinement of language/communication development continuum. Furthermore, the aim of the curriculum is to have all students know themselves as language learners and be proactive in developing themselves as effective communicators.

### **Differentiation**

Differentiation is an essential approach to developing communicators in PYP, MYP, DP and American High School (AHS) at ESIS. Every effort is made by educators to provide learners with a programme that challenges them at the right level for optimum growth. Students are encouraged to take responsibility for monitoring their own learning and therefore language development. ESIS provides a literature-rich environment that encourages rich experiences in language learning and their daily experiences. Georgian as an Additional Language (GAL) and English as an Additional Language (EAL) teachers teach and support students who are beginners in these languages. Teacher strategies for language development and differentiation, careful acquisition and use of resources (both electronic and printed) provide support for language development throughout the secondary school.

### **English as an Additional Language (EAL)**

We believe that every student should have equal access not just to the curriculum but to all the opportunities ESIS offers. In order to ensure that students who do not have English as their mother tongue are given the opportunity to achieve their full potential, we are committed to:

- Developing a positive self-image in our EAL students by valuing bilingualism and nurturing their home language.
- Promoting a positive attitude towards, and an awareness of the challenges facing EAL students with the adoption of teaching and learning strategies that cater for their linguistic and cultural differences.

### **Georgian at ESIS (Language of host country)**

What does the Georgian programme look like at ESIS?

Georgian as an additional language and Georgian as Mother Tongue are taught from Grade 1 at ESIS.

### **Georgian as the Home Country Language – Language A**

The aim of the Georgian A1 Language programme is to develop the student's powers of expression, both in oral and written communication, and provide the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations;

### **GAL 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.

Learning native language and English is under the same priority, because to know the language suitably is the basis for the future successful learning. The school promotes teaching&learning of English Language as well as Georgian so that our students are able to communicate both languages equally.

### **Objectives of Language Learning at European School**

Through this policy we aim to:

- Providing development of Language Learning in Georgian as well as in English departments.
- Identify and inform the students about the importance of Language Development for IB Learner profile.
- Motivate European School students to learn and use two or more languages for communication, learning and other activities.
- Support and help students to understand and learn Georgian (For non-Georgian Students).
- Encourage teachers to participate and help the students in language-learning process.
- Ensure that the teachers have all up-to-date information surrounding language use and changes.
- To create an atmosphere of shared practice.

### **Language Courses offered at European School**

- The list of languages taught in European School (Georgian, English, Russian, German, French)
- Each language has its definition from which grade it is taught, which is demanded from a student in this concrete language.

#### **For example:**

Georgian language and literature – Native language, it is taught from the first grade and the student is obliged to have speaking, written, listening skills in it. The most attention in this language is paid to teaching literature.

The course of Georgian language has to be defined as a native language and to develop students' cognitive skill.

### **EAL / GAL support**

EAL / GAL support on an individual basis is available for all students. Initially the individual support takes the form of a four or more-hour lesson a week for one full year. The lessons are planned to take account of a student's individual needs and the pace at which they are capable of working. At the end of the academic year the situation is reviewed with the EAL/GAL teacher, parents and class teacher. When the student is assessed to be confident enough in the classroom to cope with the demands of the AL programme, the individual EAL/GAL support is concluded.

### **Individual EAL support**

In the beginning students are given lots of oral practice in basic survival language including greeting someone, telling someone their name, asking for help and telling someone how they feel. When students have acquired some basic survival language, they start learning how to write and read, they take part in interviews to give practice in asking and answering simple questions. High frequency words from the classroom such as days of the week, numbers, colors and simple written instructions are supported with a lot of visual materials and role-play.

Picture dictionaries, alphabet games, puzzles and mime games linked to the student's personal belongings and interests are played regularly to reinforce basic language in a fun way and to foster confidence in the use of English/*Georgian*. Fiction and Non-fiction books are introduced from the first lesson where the student reads with the EAL/GEL teacher. Once a student is assessed to be beyond beginner EAL, support with English /*Georgian* structures is given by using a language course book and supplementary material.

### **EAL in the classroom**

The classroom teacher provides on going EAL support to meet the needs of students for whom English is not their mother tongue. Class teachers prepare the class for a new EAL student by reflecting with the class on their own first weeks in the school to create a feeling of empathy. The class are asked to suggest ways of supporting their new classmate based on their experience

In the first few weeks the focus is on survival language to support the EAL student in their new learning environment. If the student is able to write independently, written assignments are completed in their mother tongue. If the student is not an independent writer the teacher acts as a scribe. Visual aids such as pictures, maps and photographs are used extensively to establish meaning and check understanding.

### **Mother Tongue**

School provides support to students in the classroom in their mother-tongue by using visual aids and signs. Parents are encouraged to read, write, and speak with their children, especially in their native language as these skills will transfer over to their development in English. The aim is for them to maintain and develop their mother-tongue. 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. ESIS 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:**

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

### **Third Language Support**

Optional languages: German, French or Russian is possible to be offered as B ab initio language, just in case if there are no less than 6 students together. The student can choose one of above mentioned languages.

### **Admission to ESIS**

- The knowledge of English is obligatory, because the student learns everything in English, except his/her own language.
- The student will be acceptable without suitable knowledge of English from grade 1 to 8. They must have some beginner knowledge of English. The students are to have the intermediate level in grade 9-10. 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.

### **What do we do for fulfilling our objectives?**

- All students have daily Language Practice despite the department. Native language as well as English is required on every level of study. Our teachers support students in developing different abilities and language practices.
- Language learning assessment is logically incorporated in learning process and checks reading, writing, listening and speaking skills.
- Differentiation is one of the most important issues in the learning process of the European School International Section: Our program allows an individually tailored approach for every student. For the students which do not speak English special Georgian Language groups are created.
- For Georgian students who learn English at European School we provide extensive support by accepting the concept of Bilingualism. We allow additional groups and hours of learning for students.
- We promote positive attitude towards the challenges on learner's way and at the same time encourage creating robust and risk-taking learners.
- We encourage our students in actively using the school library where they are able to work and have access to every possible source they'll need.

## **Responsibilities of Stakeholders**

### **Role of Administration**

The role of administration:

- To recognise English as a working language.
- Provide hiring of high-qualified teachers.
- Take care of preparing materials and any needed condition (libra equip material-technical basis).

### **Role of EFL Teacher**

The role of the teacher of English:

- Use English as the main communicational language.
- Work out the suitable curriculum, develop the methods of teaching.

English must occur according to IB and AHS standards in ESIS and must be taught using modern and innovated methods and means. The teacher must work in cooperation with other teachers and help them with some language problems.

### **Role of Parents**

The duty of parent:

- Promote study of the student and channel him with a positive attitude towards the subject.
- Cooperate with other parents and share critical ideas with each other.
- Assess the real abilities of the student and count on reaching results.

### **Role of Students**

Duty of the student:

- Be positive.
- Use English maximally 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 not only at the English lesson but at other subjects as well.

This document is created for 2017-2018 academic years and in case of any alteration in school policy , it is open to changes.

The Language Policy is reviewed by the committee at the end of the academic year.