



European School LLC

შპს ევროპული სკოლა

Language Policy



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Sophio Bazadze
Director



2 I. Skhirtladze Str. Tbilisi, 0177, Georgia
Tel: (032) 239 59 64,
info@europeanschool.ge
www.europeanschool.ge
ს/კ: 205172917

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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.

Vision

The European School aims to empower students within an inclusive, innovative community, nurturing them as responsible global citizens who value diversity and contribute meaningfully to the world.

Our 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.

School Language Vision

Language is central to all learning and fundamental in developing critical thinking, communication, and global citizenship. At European School, we view multilingualism as both a right and a resource, fostering a community where multiple languages are celebrated and supported. Our vision is to nurture students' linguistic repertoires and multiliteracies, enabling them to engage meaningfully with the world through diverse modes of expression.

We believe every student's language-learning journey is unique. Our commitment is to provide a flexible, inclusive environment where students explore and excel in their chosen languages. Language is not just a tool for communication but a bridge to understanding, cultural exchange, and empathy in a globally connected world. By emphasizing the power of language to connect individuals, we aim to cultivate intercultural understanding and respect in our school community.

Aligned with the priorities of the National Educational Programme, the Common Core and the International Baccalaureate (IB), European School offers students quality education in Georgian and English languages depending on the chosen programme. Our goal is to equip students with the skills and strategies to navigate a linguistically and culturally diverse world.

We recognize that language learning is integral to all disciplines, and all teachers are, in practice, language teachers with responsibilities in facilitating communication.

Through effective assessment and differentiated approaches, we ensure that each child's unique needs are met, and their potential is fully realized.

Our Beliefs:

1. **Language as a Foundation for Learning**
Language is essential for developing critical thinking, communication, and learning skills, cultivating intercultural understanding, and preparing students to become globally minded, responsible citizens.
2. **Learning Language, About Language, and Through Language**
Language education encompasses the acquisition of languages, understanding linguistic systems, and using language as a medium for inquiry and knowledge construction.
3. **Language Learning as a Lifelong Process**
Language development extends beyond school, enabling students to adapt and thrive in an ever-changing world.

Multilingualism and Multiliteracies

European School embraces the socio-cultural diversity of its community, leveraging students' existing language knowledge to master new ones. Our language policy promotes multilingualism and multiliteracies as essential for fostering intercultural competence and preparing students for a globalized society.

Commitment to Holistic Education

We aim to provide an environment that respects and addresses students' diverse language and learning needs. Through collaboration, innovation, and a strong focus on intercultural communication, our educators empower students to achieve their personal best. European School is dedicated to making language learning an integral and dynamic part of education, enabling students to

contribute meaningfully to local, national, and global communities.

Languages in School Practice

Admission to European School

The language policy ensures inclusion and equitable access to the Georgian Programme, ASAS, and IB programmes offered by the school for all learners, including those learning in a language other than their home/personal language(s), as well as the language of instruction (with the exception of the DP Programme) and guarantees that students learn at least one language in addition to their home/personal language(s).

Enrollment documents are available in Georgian and English. Students in grades 1-10 are admitted without admission tests. However, all applicants participate in an interview with the respective programme representative, followed by placement tests in Georgian, English, Mathematics, and Language Acquisition (if applicable).

Language Acquisition Placement for New Students

1. **Language Selection:**
New students without prior experience in the school's offered Language Acquisition options will receive a recommendation based on the student's background and availability of spaces in Language Acquisition classes.
2. **Placement Testing:**
 - Placement tests are conducted in-person at school to ensure accuracy.
 - For exceptional cases, online tests may be arranged, with parents and students responsible for maintaining test authenticity.
 - The school is not liable for inaccuracies in placement caused by a lack of independent completion of the test.
3. **Parental Responsibility:**
Parents are encouraged to support their child during the placement process to ensure accurate placement and an effective learning experience.

Continuing with a Previously Studied Language

1. **Group Availability and Placement:**
If students wish to continue studying a previously learned Language Acquisition but an appropriate level/phase group is unavailable, the school may place the student in a group either below or above their proficiency level, as determined by the school's assessment.
2. **Parental Support:**
Parents are encouraged to arrange additional external support, such as intensive language courses, to help their child achieve the proficiency needed for the chosen language group. The school cannot guarantee the creation of new groups for specific cases.
3. **School's Responsibility:**
Differentiation strategies will be employed to address the student's individual learning needs within the assigned group.

Languages of Communication

1. **Student Reports:**

Reports are provided in Georgian or English depending on the programme's language of instruction.

2. **School Meetings and Events:**

Parent-teacher meetings, presentations, webinars, and other events are held in the programme's language of instruction, with translation services provided as needed.

3. **Newsletters and Announcements:**

The school community receives newsletters and updates in Georgian or English depending on the programme's language of instruction.

Languages of the Wider Community

The European School promotes and celebrates the languages of its diverse community by organizing:

- **International Days:** Showcasing cultural and linguistic diversity within the curriculum.
- **Languages Day and Cultural Days:** Events that foster appreciation for linguistic and cultural differences.

The School Website

The school's website provides comprehensive information in Georgian and English, ensuring accessibility for the entire community.

Responsibilities of Stakeholders

The European School language policy acknowledges the collaborative effort required from administrators, teachers, librarians, parents, and students to foster effective language learning and teaching. Each stakeholder has distinct roles and responsibilities that contribute to a multilingual and inclusive learning environment.

Role of Administration

1. Recognize and promote Georgian and English as the working languages of the school.
2. Ensure the recruitment of highly qualified teachers with expertise in multilingual pedagogy.
3. Provide resources, including well-equipped libraries and materials, to support language learning and teaching.
4. Create and maintain conditions that foster an optimal language-learning environment, including the provision of professional development opportunities for staff.
5. Consider what resources and practices are to be used to involve parents in planning their children's language profile and development considers the sociocultural circumstances of the school.
6. Develop a structured program for parent workshops on language development and multilingualism.

7. Have a system with clear protocols for involving parents in reviewing and updating their child's language profile annually.

Role of Teachers

1. Embrace the responsibility that all teachers are teachers of language, regardless of subject.
2. Use the language of instruction appropriate to their programme (Georgian/English).
3. Develop relevant, engaging curricula that foster language acquisition and multiliteracies.
4. Employ diverse teaching methods and strategies to support multilingual and multimodal learning.
5. Collaborate with colleagues to share effective practices for fostering language development across disciplines.

Role of Parents

1. Collaborate with other parents to exchange ideas and share best practices for supporting language development.
2. Understand the programme's objectives and align home practices to support the school's language goals.
3. Help develop their children's language profile by providing access to multilingual resources and engaging in bilingual/multilingual activities such as reading, storytelling, or language-based games.
4. Support and encourage the maintenance and development of home or personal languages.
5. Contribute to school activities to planning their children's language profile and development considers the sociocultural circumstances of the school.
6. Contribute to the program for parent workshops on language development and multilingualism and parental meetings for reviewing and updating their child's language profile annually.

Role of Students

1. Use the appropriate language of instruction (Georgian/English) in school communications and actively develop personal/home languages.
2. Engage with various means of communication, including listening to presentations, using translations, and participating in discussions, to deepen language knowledge and develop skills.
3. Identify areas of weakness and seek support or guidance from teachers to improve.
4. Approach learning creatively, integrating language knowledge across subjects and using collaborative opportunities to develop multilingual and multimodal skills.
5. Set personal goals for linguistic growth and actively engage in building multilingual competencies.

Professional development

The European School recognizes the importance of ongoing professional development for all staff involved in supporting students' language learning. Language teachers and other relevant personnel regularly participate in training workshops, conferences, and collaborative learning opportunities to stay up to date with best practices in language instruction, assessment, and accommodation strategies for meeting students' language needs.

The school also allocates resources for teachers to pursue individual professional development in areas related to language learning. By investing in the continuous growth and skills of its staff, the European School ensures that students receive high-quality, evidence-based language support tailored to their unique needs.

Language Learning Support by Student Support Centre & Clubs

The European School provides additional support services through its Student Support Centre, ensuring that learners who have recently joined the school or face academic challenges receive personalized assistance to meet their language and learning needs. This support is available for both the language of instruction and language acquisition, fostering student success and integration into the school community.

Language Learning Support Includes:

1. **Catch-Up Programme (CUP):** Designed to address academic challenges or learning gaps in any language listed in a student's language profile (except English), this programme helps bring students' language competencies up to the expected standards.
 - **Identification of Need:**
 - Subject teachers identify students needing CUP through observations, diagnostic assessments, or placement tests.
 - Once the need is confirmed, the Head of the Languages Division determines the number of hours and the specific activities required for each student or group of students.
 - **Structure and Delivery:**
 - Support is provided through differentiated activities during lessons, individual or small-group lessons tailored to students' needs.
 - Includes individualized learning plans, additional instructional time outside regular class hours, and focused one-on-one tutoring.

2. **English as an Additional Language (EAL) Programme:** Aimed at developing students' confidence and competence in English for both academic and social contexts, the EAL programme helps learners adapt to the school's English-medium instruction environment.
 - **Identification of Need:**
 - During the admission process, students needing EAL support are identified through placement tests.

- Following confirmation of EAL status, the Head of the Languages Division assigns the appropriate number of instructional hours for individual students or groups.
- **Structure and Delivery:**
- EAL support includes differentiated activities during lessons, individual and group lessons, as well as in-class support interventions.
- Teachers create tailored learning support plans, addressing reading, writing, comprehension, and speaking skills.
- EAL classes are flexible, offering up to five lessons per week based on the learner's needs.
- Over time, the programme builds students' linguistic capabilities to achieve academic success across the curriculum.

Key Features of Language Support:

- **Personalized Learning Plans:** Individualized or group-based plans developed in consultation with language teachers.
- **Flexible Scheduling:** Tailored schedules to meet diverse student needs, ensuring adequate support without disrupting core class attendance.
- **Collaboration:** Close coordination between subject teachers, language support staff, and parents to monitor progress and adapt support strategies.

By integrating comprehensive language support into its learning framework, the European School ensures that all students, regardless of their linguistic background, are equipped to thrive in an inclusive and multilingual academic environment.

After-School Language Learning Programs by Clubs

The After-School Language Program (ALP) at the European School offers primary and middle school students the opportunity to study an additional language beyond their regular course load. Introduced to promote multilingualism and provide greater language learning flexibility, ALP courses are conducted after school. These programs allow students to enrich their language skills without interfering with their core academic schedules or existing commitments to language courses or learning support programs.

The After-School Language Program includes such language clubs as The Tales of Georgia, Spanish, Italian, Chinese, and Russian, catering to a variety of linguistic needs and interests.

Students are required to attend two 45-minute sessions per week throughout the academic year and must adhere to all program requirements. Enrollment is contingent on teacher availability and sufficient demand, ensuring the sustainability and quality of the courses. Through ALP, students gain enhanced access to the host country's language and other world languages, furthering their linguistic competencies and cultural awareness in alignment with the school's commitment to fostering multilingualism and global citizenship.

Home/Personal Language(s) Support

The European School is committed to fostering multilingualism by supporting the development and maintenance of students' home/personal languages. These languages are recognized as

essential resources for learning, identity formation, and intercultural understanding, forming a foundation for translingual practices in the classroom.

Home Language Development

1. Student Language Profiles:

- The school creates an annual survey for parents to collect information about the request for Home/Personal Language(s) Support.
- The school maintains dedicated language profiles for all students.
- These profiles document linguistic strengths, needs, and development over time to ensure personalized support and growth.

2. Expanded Library Resources:

- The library continues to grow its collection to include books, media, and digital tools in a wide range of home/personal languages including the list of linguistic and cultural centres to meet parents' requests in supporting Home/Personal Language(s).
- Resources are designed to promote both linguistic skills and cultural understanding.

3. Parental Involvement:

- The school actively encourages parents to participate in multilingual projects, cultural events, and language-based activities.

Strategies for Supporting Home Language in the Classroom

Teachers are encouraged to incorporate multilingual and translingual approaches to embed home language development into subject-specific learning, such as:

1. Language Acquisition:

- **Multilingual Compositions:** Students create texts in their home languages, such as stories or reflections, which can later be translated or adapted to the target language, enhancing translingual skills.
- **Cross-Language Activities:** Teachers encourage students to brainstorm and outline ideas in their home languages, leveraging their full linguistic repertoire to build connections across languages.

2. Mathematics:

- Introduce mathematical vocabulary in both the home and instructional languages to reinforce multilingual understanding.
- Engage students in multilingual data projects, using their home languages to analyze information and present findings visually, such as through charts or graphs.

3. Science:

- Encourage bilingual observations and reports during experiments, incorporating home languages to label tools and concepts.
- Use home languages to explore scientific terminology, highlighting connections

to Latin or Greek roots that may align with students' linguistic backgrounds.

4. **Social Studies:**

- Assign research tasks that utilize multilingual sources, enabling students to explore topics in their home languages before sharing findings in the instructional language.
- Involve families by inviting them to share cultural narratives, artifacts, or histories related to the curriculum, enriching the learning experience.

5. **Language and Literature:**

- **Bilingual Projects:** Students create dual-language projects, such as multilingual glossaries or analyses of literary works, comparing how literary devices are used in home and instructional languages.
- **Comparative Literature Assignments:** Integrate works from diverse cultural and linguistic backgrounds, encouraging students to examine themes and techniques across languages.

Communication and Collaboration with Parents

1. **Bilingual Parent Committee:**

- A dedicated committee ensures clear communication with bilingual families and fosters meaningful engagement in their children's language development.

2. **Translation and Interpretation Services:**

- School staff assist as translators to bridge communication gaps between the school and families if applicable.

Georgian as the Host Country Language (Georgian B)

European School embraces its responsibility to promote multilingualism and support students in learning Georgian, the host country language. Acquiring Georgian enriches students' personal and academic experiences, allowing them to connect with the local community while developing critical intercultural understanding. Learning Georgian promotes **multilingualism and multiliteracies** and develops **global citizenship and intercultural fluency**, empowering students to become engaged members of both local and global communities.

Focus Areas of Host Language Learning

1. **Practical Language Use**

- Non-native speakers are offered **Georgian B** courses in IB and ASAS, led by experienced instructors who tailor lessons to individual student needs. These courses ensure equitable access to the host language and facilitate effective language acquisition.
- Students acquire the skills to use Georgian effectively in everyday interactions, such as making friends, shopping, dining out, discussing the weather, and

engaging in leisure activities.

2. Cultural Awareness and Identity

- By learning Georgian, students gain deeper insight into Georgia's history, traditions, values, and social norms. This promotes an appreciation for cultural diversity and fosters empathy, enriching students' understanding of their own and others' identities.
- Students participate in activities designed to immerse them in Georgian culture, such as celebrating national holidays, exploring traditions, and engaging in cultural projects that connect language learning with real-world experiences.

3. Linguistic Awareness and Comparison

- Students explore the structure and mechanics of Georgian in comparison to other languages, enhancing their metalinguistic awareness and contributing to their multilingual proficiency.

4. Multimodal and Multiliteracy Development

- Students engage with Georgian through diverse modes of communication, including digital tools, visual aids, and creative projects, supporting the development of multiliteracies.

Language support for students with Special Educational Needs (SEN):

The European School provides comprehensive language support for students with special educational needs (SEN) through a collaborative approach involving language teachers, well-being center specialists, and families.

SEN students' language needs are identified through interview, observations, and ongoing assessment, considering both their home/personal language development and their needs in other languages. Based on these assessments, an individualized Language Profile is created, including an individual language support plan that may include accommodations such as extended time for language tasks, modified and differentiated materials, assistive technology for reading and writing, and alternative ways to demonstrate language competency.

Language teachers implement differentiated instruction strategies, such as chunking language content, providing visual supports, and using multisensory approaches to language learning. The school maintains detailed documentation of SEN students' language development progress and regularly reviews the effectiveness of support measures through collaborative meetings between language specialists, well-being staff, and parents.

This approach ensures that the language needs of students with special educational needs are comprehensively addressed, with individualized support, differentiated instruction, and ongoing monitoring and collaboration between all stakeholders.

Language Assessment

Language assessment at the European School is a comprehensive, holistic process grounded in the school's overarching assessment philosophy. This approach is designed to:

- Provide a meaningful evaluation of students' language proficiency

- Support individual learning progression
- Offer multiple ways for students to demonstrate their language skills

The assessment framework is guided by:

- Programme-specific requirements and guidelines
- European School Assessment Policy principles
- Best practices in language evaluation

The assessment approach aims to move beyond traditional testing, focusing instead on a holistic understanding of each student's language capabilities, growth, and potential. By employing multiple assessment strategies, the school ensures a nuanced, supportive approach to language learning evaluation. (Reference: European School Assessment Policy for detailed guidelines)

Academic integrity in language teaching and learning

Academic integrity is a fundamental principle that underpins ethical practices in education and is an essential component of the European school language policy. The policy emphasizes the ethical use of language in all forms of communication and assessment, ensuring that students demonstrate honesty in their work, respect the intellectual property of others, and appropriately cite sources when engaging with diverse languages and texts.

Teachers play a pivotal role in modeling academic integrity by providing clear guidelines on responsible research practices and fostering an understanding of plagiarism and its implications. The European school language policy promotes a culture of integrity by embedding these principles across all language learning activities, assessments, and collaborative tasks, ensuring that all students uphold the highest standards of authenticity and fairness in their academic pursuits. (Reference: European School Academic Integrity Policy for detailed guidelines)

Language Resource Management

The European School is committed to providing robust and diverse language learning resources that support students' multilingual development. The school maintains a well-curated, multilingual library collection with resources in various languages, including print materials, digital books, audiobooks, and multilingual reference materials that reflect the linguistic diversity of our student body.

Technology plays a crucial role in our language support strategy, with dedicated digital platforms, language learning software, assistive technologies, and adaptive learning tools that accommodate different learning styles and needs. The school invests in cutting-edge language learning technologies, including translation tools, text-to-speech software, language learning apps, and interactive online platforms that enable personalized language skill development. These resources are continuously evaluated and updated to align with evolving educational

technologies, pedagogical approaches, and the changing linguistic requirements of our students. The language resource management strategy is designed to create an enriching, supportive, and technologically advanced environment that empowers students to develop their multilingual competencies effectively.

Languages in Georgian Programme

The languages in the Georgian program, as outlined in the National Curriculum, emphasize the holistic development of students through the integration of linguistic skills that are foundational for personal, academic, and professional growth. Language learning enhances critical cognitive abilities such as critical thinking, creativity, communication, and collaboration. Additionally, it fosters cultural understanding and empathy by engaging students with socio-cultural realities, traditions, and values. These skills align with the curriculum's objectives of developing informed and active citizens who can navigate global challenges effectively while contributing to their local and national contexts.

The language of instruction in the **Georgian Programme** is Georgian.

Language Education Profile

Languages	Georgian Language and Literature	First Language Acquisition English	Second Language Acquisition	Third Language Acquisition
			Russian	German / French / Spanish
Lessons per week				
Grade 1 35-minute	7	5	-	-
Grade 2 40-minute	7	5	2	-
Grade 3 45-minute	7	5	3	-
Grade 4 45-minute	7	5	3	-
Grade 5 45-minute	5	5	2	3
Grade 6 45-minute	5	5	2	2
Grade 7 45-minute	5	5	2	2
			Second Language Acquisition German / French / Russian	
Grade 8 45-minute	5	5	3	
Grade 9 45-minute	5	5	3	

Grade 10 45-minute	5	5	3
			Selective Second Language Acquisition Course
Grade 11 45-minute	5	5	3
Grade 12 45-minute	5	5	3

Language profile formation:

1. In alignment with the National Curriculum, two Language Acquisition courses are mandatory for all students, ensuring that linguistic proficiency and cultural awareness are integral components of their education. Additionally, the Georgian Programme provides the opportunity to study a third language, offering students a broader cultural and linguistic experience, though this is not obligatory.

This structured language education begins with the development of foundational skills in Georgian Language and Literature from Grade 1. Simultaneously, from Grade 1, students engage with English as their first Language Acquisition course, and by Grade 2, Russian is introduced as the second Language Acquisition course. The inclusion of German, French, or Spanish from Grade 5 onwards underscores the school's commitment to preparing students for the demands of a globalized world. However, in alignment with the principles of inclusivity, students may opt out of studying three language courses. This provision ensures that the school accommodates the diverse needs of its students. A student may be exempted from studying a third language based on a psychologist's recommendation or at the explicit request of a parent, thereby demonstrating the school's commitment to an inclusive and supportive learning environment.

This inclusive approach recognizes that students have varying cognitive, emotional, and educational needs, ensuring that language education remains accessible and equitable for all learners. It reflects the school's dedication to promoting educational equity while maintaining high academic standards in multilingual competency.

From Grade 8 onwards, students study two Language Acquisition courses, a deliberate strategy designed to enhance linguistic proficiency while deepening intercultural understanding. This progression supports the development of advanced cognitive and communicative skills while fostering a nuanced appreciation of global cultures.

The distribution of languages across grade levels facilitates a structured and comprehensive development of linguistic capabilities. Younger students focus on building foundational skills in the national language alongside one foreign language, laying the groundwork for more complex linguistic and cultural competencies as they advance. Older students expand their linguistic repertoire, developing the intercultural competence necessary for global engagement. The selective language acquisition course in Grades 11–12 enables students to refine their skills further and

- engage deeply with the culture and literature of a chosen language, supporting their academic, personal, and professional aspirations.
2. Placement in Language Acquisition groups is determined by proficiency levels established through a placement test, interviews, and/or observations to ensure equitable and supportive learning experiences. Placement ensures students are grouped according to their language proficiency to maximize their learning outcomes. The school continuously monitors and assesses language progress through listening, speaking, reading, and writing skills, ensuring students reach their full potential in a supportive environment.
 3. For new students, language choice decisions (except for English) are made collaboratively with parents during the admission process. The new student's language profile is approved by the staff in charge. ([see "Language Acquisition Placement for New Students"](#))

Students' language proficiency in the Language Acquisition courses is aligned with the Common European Framework of Reference for Languages (CEFR) levels. This ensures consistency and supports their progress in acquiring practical, academic, and cultural language skills.

Grades	First Language Acquisition English	Second Language Acquisition	Third Language Acquisition
		Russian	German / French / Spanish
Expected CEFR			
I	Preparation for Pre A1	-	-
II	Primary Pre A1	Preparation for Primary	-
III	Primary A1	A1.1 / A1.2	-
IV	Primary A1 + A2	A2	-
V	A1 / A2	A2.1	A1.1
VI	A2 / A2+	A2.2	A1.2
VII	A2+ / B1	A2.3	A1
VIII	B1	B1	A2.1
IX	B1 / B1+	B1.1	A2.2
X	B2 / B2+	B1.2	A2/B1.1
XI	B2+ / C1	B1.3	B1.2
XII	C1	B1.4	B1.3

Georgian Language and Literature is a cornerstone of the curriculum in the Georgian Programme, reflecting the cultural and linguistic heritage of Georgia. As a mandatory subject across all grade levels, it aims to develop students' linguistic skills, critical thinking, cultural understanding, and global citizenship while fostering a deep appreciation for Georgian literature and traditions.

The program emphasizes the integration of language and literature, offering a holistic approach to developing communication skills through reading, writing, listening, and speaking. Key objectives include fostering functional literacy, enriching students' vocabulary, and developing their ability to interpret, analyze, and create texts across various genres.

Key Features of the Program

1. Early and Comprehensive Foundation:

- In primary school the curriculum focuses on teaching Georgian language and children's literature within functional contexts. Students engage with text comprehension, creative writing, and grammatical knowledge to build strong foundational skills.

2. Gradual Progression:

- As students advance, the program introduces more complex texts and themes, including classical, contemporary, and non-fictional works. Middle school focuses on critical analysis, problem-solving through literature, and exploring different perspectives on key societal, cultural, and global issues.

3. Advanced Analysis and Creativity:

- In high school, students analyze and compare works from different eras, interpret cultural and historical contexts, and create their own literary and analytical pieces. The focus shifts to integrating linguistic and literary skills with broader critical thinking, intercultural understanding, and global perspectives.

Cultural and Multimodal Approach

The thematic structure of the curriculum emphasizes key topics such as personal and societal values, the relationship between humans and nature, and cultural diversity. Students engage with multimedia texts, fostering multiliteracies and preparing them to navigate a complex, interconnected world. This approach encourages a global outlook while deeply rooting students in their cultural heritage.

Assessment and Achievement

Students' progress is monitored using indicators linked to long-term objectives, ensuring they achieve not only linguistic and literary competence but also the ability to apply these skills in real-world contexts. This alignment with the National Curriculum standards prepares students to thrive in diverse environments and global contexts.

English as the First Language Acquisition is a core component of the curriculum in the Georgian Programme, designed to develop students' communicative abilities, cultural understanding, and global competence. It aligns with the school's commitment to multilingualism and the belief that language is central to learning, critical thinking, and fostering global citizenship.

Program Objectives

The program aims to:

1. Build foundational English language skills from an early age.
2. Cultivate an appreciation for English as a means of communication and a gateway to global cultures.
3. Develop students' abilities to understand, interpret, and create diverse text types in English.

Key Features of the Program

1. Early Foundations:

- Beginning in **Grades 1-4**, English is introduced as a mandatory course to spark interest in the language and its associated cultures. Students focus on acquiring basic vocabulary, phonics, and communication strategies through thematic and functional learning contexts.

2. Gradual Progression:

- In Grades 5-9, students transition to more complex linguistic structures, genres, and socio-cultural topics. They are introduced to both written and multimedia texts, engaging in tasks that foster critical thinking and creative expression.

3. Advanced Skills Development:

- By Grades 10-12, the curriculum emphasizes advanced textual analysis, intercultural dialogue, and the ability to use English in academic and professional settings. Students are encouraged to apply language skills in authentic contexts, such as debates, research, and collaborative projects.

Cultural and Multimodal Approach

The program incorporates socio-cultural themes to develop intercultural competence. Students explore similarities and differences between their native culture and those of English-speaking countries. They engage with texts such as stories, poems, multimedia resources, and academic materials to foster a holistic understanding of language and culture.

Inclusivity and Accessibility

The program ensures that English learning is inclusive, providing support to students with varying linguistic abilities. Differentiated teaching strategies and assessment methods accommodate individual learning needs, ensuring that every student has the opportunity to succeed.

Assessment and Monitoring

Student progress is assessed through indicators that measure:

1. Receptive skills: Listening and reading comprehension of various text types.
2. Productive skills: Writing and speaking with appropriate linguistic and cultural nuances.
3. Intercultural understanding: Awareness and appreciation of cultural diversity reflected in language use.

Integration with the School's Language Vision

The program reflects the school's broader **Language Vision**, which emphasizes multilingualism as a right and resource. Through the English program, students enhance their linguistic repertoires, develop multiliteracies, and cultivate a global mindset. The program supports the school's mission to prepare students to navigate and contribute to a linguistically and culturally diverse world.

English as a Bridge to Global Citizenship

The English Language Acquisition program fosters students' ability to connect with global communities. By emphasizing communication, cultural exchange, and empathy, the program aligns with the school's commitment to preparing informed and active global citizens. It ensures that students are not only proficient in English but also capable of engaging meaningfully with diverse perspectives and challenges in the international arena.

Second (and third) Language Acquisition is a central component in the Georgian Programme, reflecting its commitment to fostering multilingualism, intercultural understanding, and global citizenship. The program provides students with opportunities to develop proficiency in an additional language, enhancing their communication skills, cultural awareness, and ability to engage in diverse contexts.

Program Structure and Objectives

1. Foundational Skills:

- The program introduces second (and third) language learning early, focusing on developing students' basic communication skills, such as listening, speaking, reading, and writing. Instruction emphasizes practical language use and fosters an appreciation for the cultures associated with the target language.

2. Progressive Development:

- As students advance, they engage with more complex language structures,

themes, and genres. The curriculum encourages critical thinking, problem-solving, and the ability to express ideas effectively across various forms of communication.

3. Cultural Competence and Global Awareness:

- The program integrates socio-cultural themes, enabling students to explore cultural diversity and develop a global perspective. Through language, students gain insights into different cultural practices, traditions, and values, fostering respect and empathy.

Key Features

- **Linguistic Proficiency:** Students are equipped with the tools to communicate effectively in their second language, applying grammatical and lexical knowledge in real-world contexts.
- **Intercultural Understanding:** Language learning serves as a bridge for intercultural dialogue, allowing students to appreciate similarities and differences between cultures and build meaningful connections.
- **Flexible and Inclusive Learning:** The program accommodates the diverse needs of students, ensuring that all learners can thrive through differentiated instruction and supportive teaching practices.

Assessment and Monitoring

The program employs ongoing assessments to evaluate students' progress in key areas:

- **Receptive Skills:** The ability to understand spoken and written texts.
- **Productive Skills:** Competence in speaking and writing for various purposes and audiences.
- **Cultural Understanding:** Engagement with and appreciation of cultural elements associated with the language being learned.

Contribution to Holistic Education

Second Language Acquisition at the European School supports the broader goal of preparing students for a globalized world. By fostering linguistic and cultural proficiency, the program enables students to develop critical thinking, creativity, and collaborative skills essential for personal and professional success.

Languages in International Baccalaureate (IB)

Language Policy fully supports and promotes the **IB Mission Statement** and development of **IB Learner Profile attributes**.

The **IB Learner Profile** is deeply enriched and developed through the learning of languages, as

language serves as a key medium for communication, cultural understanding, and personal growth. Language learning nurtures **communicators** by enabling students to express ideas confidently and interact effectively in diverse settings. It fosters **open-mindedness** as students explore different cultural perspectives and embrace linguistic diversity, building empathy and appreciation for others. Through critical analysis of texts and reflective engagement in language courses, students become **inquirers, thinkers, knowledgeable** and **reflective** learners, capable of questioning, understanding, and evaluating multiple viewpoints. Language acquisition challenges students to be **risk-takers**, stepping beyond their comfort zones to engage with new sounds, structures, and meanings, while also encouraging **balanced** development by connecting home languages with additional languages. These experiences support students in becoming **caring, principled**, and globally aware individuals, equipped with the skills and mindset needed to navigate and contribute to an interconnected world.

Primary Years Programme (PYP)

The language of instruction in the **Primary Years Programme** is English.

Language Education Profile

PYP

Languages	English (for all students)	Georgian Language and Literature (for Georgian speakers)	Georgian B (for Non- Georgian speakers)	Effective Reading (for Non- Georgian speakers)	Language Acquisition (Spanish/ French/ German/ Russian)	EAL
Lessons per week						
Grade 1 35-minute	7	5	2	3	-	3
Grade 2 40-minute	7	5	2	3	-	3
Grade 3 45-minute	7	5	2	3	-	3
Grade 4 45-minute	7	5	2	3	-	3
Grade 5 45-minute	7	5	2	3	3	3

Language profile formation includes the following steps:

1. Language Placement Test in English (for all grades except grade 1) to identify EAL students' needs
2. Parents' and students' choice of the language in the Language Acquisition subject group in grade 5 only ([see "Language Acquisition Placement for New Students"](#))

3. Georgian B is obligatory for non-Georgian speakers
4. Correlation of LA phases and CEFR frame (see below)
5. Students transitioning from PYP to MYP are recommended to continue learning the same language, however, they also have the option to start learning a new language (as outlined in the LA Guide, p.14). At the end of the academic year, LA teachers review and update the language profiles and phases of the students to be sure that the groups are completed according to the phases on time.
6. During the admission process and placement test, the new student's language profile is discussed and approved by the staff in charge.

Expected CEFR level for identify EAL needs	
Grade 1 expected Emergent Level (Pre A1) Emerging towards A1 level	Grade 3 expected Consolidating A1 level Moving towards A2
Grade 2 expected Approaching A1 level	Grade 4 expected Transitioning to A2 level
Grade 5 expected Consolidating A2 Approaching B1 level	

After the English Placement Test, students who showed lower levels than expected (see above) are identified as EAL students. These students will be provided with EAL lessons and follow-up Placement Tests every 3 months. EAL students will be assessed in PYP subjects via comments (except LA subjects and Georgian A/B) until they reach the expected level of English proficiency to meet PYP subject-specific expectations prescribed by PYP Guidelines.

English plays a central role in the PYP as the primary language of instruction, serving as a medium for inquiry, collaboration, and communication. It enables students to engage with the transdisciplinary curriculum and fosters their ability to think critically, express ideas, and connect with diverse perspectives. As the global language of communication, English supports the PYP's aim of nurturing internationally minded learners who can interact effectively in multicultural contexts. Through the development of English literacy skills—reading, writing, listening, speaking, viewing and presenting—students build a strong foundation for academic success, personal growth, and intercultural understanding. In alignment with IB principles, English language learning in the PYP promotes inquiry-based, inclusive, and reflective practices that empower students to become lifelong learners and compassionate global citizens.

Georgian A (for Georgian Speakers) plays a vital role in the PYP by serving as the foundation for cognitive development, personal identity, and cultural connection. It enables students to access prior knowledge, make meaningful connections to new concepts, and develop a deeper understanding of the world around them. Supporting native language development in the PYP reinforces students' confidence and self-esteem, ensuring they feel valued and respected within the learning community. The PYP recognizes that maintaining and developing proficiency in the native language enhances overall academic performance and facilitates multilingualism by providing a strong linguistic base for acquiring additional languages.

Learning a **Language Acquisition** is crucial for the transition between the PYP and MYP programmes. Language Acquisition enhances students' awareness of diverse learning strategies, fosters intercultural understanding, and nurtures empathy for other cultures. These courses (**Spanish, French, German & Russian**) aim to develop open-mindedness and multilingual competence, which are essential components of global citizenship.

By balancing the development of the host language, language of instructions and additional languages, the PYP cultivates intercultural understanding, inclusivity, and a strong sense of belonging. This approach empowers students to become reflective, open-minded, and globally aware individuals, prepared to navigate and contribute meaningfully to a diverse and interconnected society.

Effective reading lessons are focused on fostering a love for reading while developing critical literacy skills. It integrates a variety of age-appropriate texts, including fiction, non-fiction, and multicultural literature, to build comprehension, vocabulary, and fluency. The course encourages active engagement through strategies like guided reading, shared reading, and independent reading.

PYP follows guidelines and procedures for Host Country Language Support: [Georgian B \(for Non-Georgian Speakers\)](#), [Language Support](#) and [EAL](#) previously described in this policy.

Languages in Middle Years Programmes (MYP)

The language of instruction in the **Middle Years Programme** is English.

The system and guidelines in MYP are arranged according to the IB current Language and Literature and Language Acquisition Guides. The structure guarantees that:

- Language and Literature curriculum ensures that each course includes the study of a range of literature, the study of a balance of language and literature, the study of a balance of genres and it includes a world literature component
- Language acquisition curriculum ensures that teaching and learning is organized into six phases; a reasonable differentiation and manageable combination of proficiencies in one class have been considered

Language Education Profile

Languages	Language and Literature English	Language and Literature Georgian	Language and Literature Russian	Language Acquisition English	Georgian B (for Non-Georgian Speakers)	Language Acquisition (Spanish/French/German/Russian)	EAL
Lessons per week							
Grade 6 45-minute	5	5	3	5	2	3	3

Grade 7 45-minute	5	5	3	5	2	3	2
Grade 8 45-minute	5	5	3	5	2	2	2
Grade 9 45-minute	5	5	3	5	2	2	2
Grade 10 45-minute	5	5	3	5	2	2	-

Language profile formation includes the following steps:

1. Language Placement Test in Language & Literature subject group
2. Parents' and students' choice of the language in the Language Acquisition subject group ([see "Language Acquisition Placement for New Students"](#))
3. Georgian B is obligatory for non-Georgian speakers
4. Language Placement Test in English to identify EAL students' needs
5. Students whose English LA phase reached 5-6 are transferred to English LL course
6. Correlation of LA phases and CEFR frame (see below)
7. Students transitioning from PYP to MYP are recommended to continue learning the same language, however, they also have the option to start learning a new language (as outlined in the LA Guide, p.14). At the end of the academic year, LA teachers review and update the language profiles and phases of the students to be sure that the groups are completed according to the phases on time.
8. During the admission process and placement test, the new student's language profile is discussed and approved by the staff in charge.
9. Upon completing Grade 6 (MYP Year 1), students are given the opportunity to change their studying language. Students must select one of the offered languages and continue with that language throughout the programme, or they may choose to change after demonstrating satisfactory proficiency in **phase 4**. Language changes are permitted either after finishing Grade 6 or upon reaching phase 4. It is essential to note that parents should inform the school about language changes within the time limits set by the school.

English LA phases = CEFR	
Phase 1 = Pre-A1 Phase 2 = A1	Phase 4 = B1 Phase 5 = B2
Phase 3 = A2	Phase 6 = C1-C2

Expected CEFR level to identify EAL needs	
Grade 6 expected A2-B1	Grade 8 expected B1-B2
Grade 7 expected B1	Grade 9 expected B2
Grade 10 expected B2-C1	

After the English Placement Test, students who showed lower levels than expected (see above) are identified as EAL students. These students will be provided with EAL lessons and follow-up Placement Tests every 3 months. EAL students will be assessed in MYP subjects via comments (except LA subjects and LL Georgian & Russian) until they reach the expected level of English proficiency to meet subject-specific objectives prescribed by MYP Subject Guides.

The language and Literature programme in the MYP nurtures the development of critical, creative, and reflective communication skills. Rooted in the IB philosophy, the course empowers students to explore language as a medium for self-expression, analysis, and intercultural understanding. It emphasizes the interconnected nature of reading, writing, speaking, viewing, and presenting, equipping students with essential tools to meet academic challenges and contribute as informed global citizens.

Aims and Focus Areas

Through the study of diverse texts from various cultures and historical contexts, students engage with both literary and non-literary works to develop empathy, ethical reasoning, and an enduring appreciation for the beauty and power of language. Inquiry-based learning is central to the programme, fostering intellectual curiosity and enabling students to connect local and global perspectives. The key aims include enabling students to:

- Use language creatively for thought, self-expression, and reflection.
- Critically analyze and evaluate texts, understanding their context, purpose, and cultural significance.
- Cultivate a lifelong interest in reading and linguistic exploration.
- Build skills to communicate effectively across various media and contexts.

Curriculum Structure and Approach

The MYP Language and Literature course is tailored for native and near-native speakers, offering a robust platform to develop advanced linguistic and analytical skills. It incorporates subject overviews that include key concepts, global contexts, and content areas to ensure integration and relevance across all languages of instruction.

Key features of the course include:

- **Textual Exploration:** Students study a variety of literary and non-literary texts, analyzing themes, styles, and contexts to appreciate language's dynamic nature.
- **Skill Development:** Activities focus on specific audiences, enhancing speaking and listening abilities through discussions and debates on real-world and literary topics.
- **Inquiry-Based Learning:** Students engage in investigations that promote deeper understanding and connections between texts, concepts, and cultural insights.
- **Multimodal Communication:** The curriculum emphasizes developing communication skills across diverse formats, including oral, visual, and written presentations.

Learning Environment and Academic Success

The programme fosters an optimum learning environment, enabling students to succeed in their language of instruction and fully participate in the academic programme. By providing tools to express themselves fluently and critically appreciate literary works, the course prepares students for advanced learning and meaningful engagement with language.

Language Acquisition in the MYP is designed to foster respect for and understanding of diverse languages and cultures, equipping students with the skills and knowledge to engage as effective global communicators. The programme emphasizes the development of academic, social, and practical language skills, enabling students to express themselves fluently, appreciate cultural diversity, and become independent, lifelong learners.

Objectives and Focus

Language acquisition promotes intercultural awareness and international-mindedness by helping students develop a deeper understanding of the cultures associated with their target language. Through inquiry-based learning, students engage with authentic contexts and real-world applications, enhancing their ability to adapt to an ever-changing world. The programme emphasizes:

- Developing functional language proficiency for communication in academic and social settings.
- Exploring language as a means of cultural expression, identity, and perspective.
- Encouraging cooperative learning to foster respect, tolerance, and collaboration.
- Promoting critical thinking and analytical skills to support ongoing language learning.

Language Offerings and Progression

At the European School, students may select one language from **English, Spanish, French, German, or Russian**. Students are placed in proficiency-based groups corresponding to one of the six MYP phases:

1. **Emergent (Phases 1-2):** Developing foundational language skills for basic communication.
2. **Capable (Phases 3-4):** Building confidence in using the language for more complex, academic, and social contexts.
3. **Proficient (Phases 5-6):** Refining advanced skills to express sophisticated ideas and engage with nuanced content.

Students progress through these phases according to their individual growth and proficiency, with phase placement determined through initial assessment and periodic reviews.

Programme Structure

Language Acquisition supports sustained engagement with the chosen language throughout the MYP. Students typically continue studying their selected language until achieving satisfactory proficiency in Phase 4 or higher, at which point they may opt to explore a new language. The curriculum integrates:

- **Authentic Resources:** Use of culturally relevant materials to connect students with the lived realities of speakers of the language.
- **Inquiry-Based Activities:** Students explore and analyze language and culture through projects, discussions, and collaborative tasks.
- **Skill Development:** Emphasis on listening, speaking, reading, writing, and viewing skills in

both formal and informal contexts.

Outcomes

By the end of the programme, students will have:

- Developed multilingual competence that enables effective communication in diverse settings.
- Enhanced their cultural awareness and appreciation for linguistic diversity.
- Gained confidence as independent learners with the ability to navigate new languages and cultures.
- Strengthened their global citizenship through respectful engagement with linguistic and cultural differences.

Language acquisition is integral to the MYP's goal of fostering students' intercultural understanding and preparing them to thrive in a globally connected world.

MYP follows guidelines and procedures for Host Country Language Support: [Georgian B \(for Non-Georgian Speakers\)](#), [Language Support](#) and [EAL](#) previously described in this policy.

Languages in Diploma Programme and Career-related Programme

The language of instruction in the **Diploma Programme and Career-related Programme** is English.

Language Education Profile

Languages	DP										CP
	Literature English		Literature Georgian		Literature Russian		Language Acquisition English		Language ab initio Spanish	Literature self-taught Rurkish / Armenian / Chinese (SSST Supervisor)	Language Development Spanish
Levels	SL	HL	SL	HL	SL	HL	SL	HL	SL	SL	-
Lessons per week											
Grades 11 45-minute	4	6	4	6	4	6	4	6	4	as agreed	2
Grades 12 45-minute	4	6	4	6	4	6	4	6	4	As agreed	2

The IB Diploma Programme (DP) **Language A: Literature course** emphasizes multilingualism, critical literacy, and intercultural understanding. As a cornerstone of the IB curriculum, it supports the development of linguistic diversity and fosters global citizenship, empowering students to engage critically with texts while appreciating diverse cultural perspectives. By studying literature in its varied forms and contexts, students enhance their ability to think critically, communicate effectively, and navigate an interconnected, multicultural world.

Key Aims and Objectives:

1. Engagement with Diverse Texts:

- Students explore a range of literary works across periods, styles, and genres, fostering a broad appreciation of literature's diversity.
- The inclusion of works in translation alongside those written in the primary language of the course introduces students to global literary traditions and promotes awareness of linguistic and cultural diversity.

2. Critical and Contextual Analysis:

- The course emphasizes close, detailed analysis of individual texts, encouraging students to consider the importance of historical, cultural, and situational contexts in which texts are written and received.
- Students learn to appreciate how different perspectives construct meaning, fostering a nuanced understanding of global and local issues.

3. Development of Literary Criticism Skills:

- Students engage with the formal techniques of literary criticism, analyzing literary, stylistic, and aesthetic elements.
- They are encouraged to form and support independent literary judgments, contributing to their ability to think critically and reflect deeply.

4. Multimodal and Lifelong Engagement:

- Through diverse forms of expression—oral, written, and creative—students develop the ability to communicate complex ideas effectively in varied contexts.
- The course promotes an enjoyment of language and literature, fostering a lifelong interest in these fields.

5. Interdisciplinary and Global Connections:

- Connections to Theory of Knowledge (TOK), Creativity, Activity, Service (CAS), and the Extended Essay enable students to apply their literary studies to broader interdisciplinary and real-world contexts.
- The curriculum encourages students to engage with texts that represent varied identities, perspectives, and traditions.

6. Fostering Personal Growth:

- Students reflect on their own values and assumptions as they interact with texts and their peers, enhancing self-awareness and empathy.
- The emphasis on aesthetic appreciation and the transformative potential of literature contributes to their personal and intellectual growth.

This course nurtures students' abilities to critically engage with literature, connect with diverse cultural perspectives, and develop into reflective, knowledgeable, and empathetic individuals prepared for a globally interconnected world.

The **Self-Taught Language A: Literature course** in the IB Diploma Programme reflects the school's commitment to inclusivity, multilingualism, and respect for students' linguistic and cultural backgrounds. This course enables students to study literature in their first or best language, promoting the maintenance of their home or personal language while fostering a connection to their heritage. By engaging with a globally-minded curriculum, students enhance their intercultural understanding and bring their linguistic strengths into the classroom, contributing to a more inclusive and diverse learning environment.

Promoting the Course Within the School Community

The school actively promotes the **Self-Taught Language A: Literature course** to encourage inclusivity and multilingualism. Through information sessions with DP candidates, the school highlights the value of maintaining linguistic heritage and studying literature in a student's first or best language. These efforts raise awareness among students, parents, and staff, emphasizing the role of the self-taught course in fostering cultural diversity and respect for multilingual identities.

School Support for Self-Taught Students

To ensure the success of self-taught students, the school provides the following structured support:

- Appoint an experienced IB DP Language A teacher as the SSST Supervisor to guide students throughout the course.
- Support students in identifying proficient tutors fluent in their first and best language, ensuring they receive individualized assistance.
- Schedule weekly SSST classes, led by the supervisor, focusing on literary analysis, assessment preparation, and time management skills.
- Assist students in administering the 150 required hours of study for the course, tailoring the distribution of time to meet their individual needs and ensuring effective progress across all components.
- Assist students and tutors in selecting appropriate texts from the Prescribed Reading List (PRL) and allocating them effectively to assessment components.
- Arrange sessions with the tutor to clarify course objectives and expectations.
- Ensure access to the IB Programme Resource Centre and provide tailored resources to support both students and tutors.
- Offer clear guidelines and materials to help students navigate the course requirements independently.
- Monitor student progress regularly through feedback and reviews conducted by the SSST Supervisor and DP Coordinator.
- Ensure timely compliance with IB deadlines and facilitate the accurate submission of

assessment tasks, including the organization of oral examinations.

The IB Diploma Programme (DP) **Language B course** focuses on language acquisition for students with prior experience in the target language, emphasizing intercultural understanding and international-mindedness. It aims to develop students' communicative abilities while fostering an appreciation for linguistic and cultural diversity.

Key Features of the Language B Course:

1. **Intercultural Understanding and Global Engagement:**
 - Language B students explore the relationship between language and culture through five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. This thematic approach provides opportunities to discuss personal, local, and global issues, promoting empathy and cultural awareness.
2. **Language Skills Development:**
 - The course emphasizes the development of receptive skills (listening and reading), productive skills (writing and speaking), and interactive skills (oral exchanges), enabling students to communicate effectively in diverse contexts.
 - Authentic resources such as texts, broadcasts, and literature enhance linguistic fluency and encourage practical application of the target language.
3. **Critical Thinking and Reflection:**
 - Students are encouraged to analyze and reflect on the influence of language on culture and society. This includes exploring linguistic variations and considering how language can shape perceptions and convey meaning.
4. **Exploration of Literary Works (HL):**
 - Higher Level (HL) students study two literary works in the target language, which serves as a foundation for developing cultural insights and critical engagement with texts. These works also support discussions in the individual oral assessment.
5. **Connections with the IB Core:**
 - Links to Theory of Knowledge (TOK), Creativity, Activity, Service (CAS), and the Extended Essay (EE) enrich the course by encouraging interdisciplinary learning and practical application of language skills in real-world scenarios.
6. **Fostering Lifelong Learning:**
 - The course promotes curiosity, creativity, and enjoyment in learning languages, preparing students for further study, work, and leisure in multilingual contexts.

This course nurtures students' ability to communicate effectively, understand diverse perspectives, and engage with global issues, reflecting the IB's mission to develop knowledgeable, compassionate, and internationally-minded individuals.

The IB Diploma Programme (DP) **Language ab initio course** is a language acquisition program designed for students with little or no prior experience in the target language. It aims to develop basic communicative competence, intercultural understanding, and an appreciation for linguistic diversity, supporting the IB's commitment to fostering international-mindedness and global citizenship.

Key Features of the Language ab initio Course:

1. **Foundation in Language and Communication:**
 - The course emphasizes the development of receptive (listening and reading), productive (writing and speaking), and interactive (conversational) language skills.
 - Students learn to communicate effectively in both familiar and unfamiliar contexts, progressively expanding their linguistic range.
2. **Focus on Intercultural Understanding:**
 - Through the study of five prescribed themes—identities, experiences, human ingenuity, social organization, and sharing the planet—students engage with cultural contexts and global issues.
 - This thematic approach enables students to reflect on cultural similarities and differences, promoting empathy and intercultural awareness.
3. **Conceptual Understanding of Language:**
 - The course encourages students to consider key concepts of audience, context, purpose, meaning, and variation, helping them understand how language is used to communicate effectively and appropriately.
 - Students explore how language shapes perspectives and experiences, enhancing their critical and creative thinking skills.
4. **Integration of Authentic Texts and Cultural Contexts:**
 - Authentic texts, including audio, visual, and written materials, expose students to real-world language use and cultural diversity.
 - Cultural exploration is central, with students analyzing and reflecting on traditions, social norms, and global challenges related to the target language.
5. **Interactive and Inquiry-Based Learning:**
 - Language ab initio prioritizes interactive learning, with opportunities for students to participate in discussions, presentations, and real-life language use scenarios.
 - The course integrates inquiry-based teaching, encouraging students to pose questions and explore answers in the target language.
6. **Preparation for Lifelong Learning:**
 - The course provides a strong foundation for further study, work, and personal enrichment through language learning.
 - It fosters curiosity, creativity, and a lifelong enjoyment of languages and cultural exploration.

This course equips students with the skills and perspectives necessary to communicate effectively in a globalized world. By emphasizing cultural understanding and linguistic competence, the Language ab initio course supports the IB's mission to nurture open-minded, reflective, and compassionate learners.

Language Development in the Career-related Programme (CP)

In the Career-related Programme (CP) at the European School, **language development** is a core requirement, ensuring that students achieve proficiency in an additional language to support their personal and professional growth. This aligns with the CP's emphasis on preparing students for a globalized world by fostering intercultural understanding, effective communication, and

multilingual competence.

Objectives of Language Development in CP

The language development component of the CP aims to:

- Enable students to acquire and use a language in a range of contexts and for various purposes.
- Enhance students' intercultural understanding by engaging with the culture(s) of the target language.
- Develop linguistic skills that are valuable for career-related studies and future professional pathways.
- Encourage lifelong learning and an appreciation for multilingualism as a resource for personal and societal growth.

Implementation of Language Development

1. Spanish Language Development:

- CP students have the opportunity to study Spanish as part of their language development requirement.
- The course emphasizes real-world applications, integrating language skills such as communication for workplace scenarios, presentations, and collaboration.
- Cultural exploration is central, allowing students to connect with the global Spanish-speaking community through authentic resources and experiential learning.

2. Flexible Pathways:

- Students' language learning pathways are individualized based on their prior knowledge and proficiency levels.
- Options range from beginner to advanced levels, with tailored support to meet diverse linguistic needs.

3. Interdisciplinary Integration:

- Language development is linked to career-related studies, ensuring that students can use their language skills effectively within their chosen field.
- For example, Spanish language projects may involve case studies or simulations in areas such as business, hospitality, or international relations.

4. Multimodal Resources and Assessment:

- Students engage with a variety of resources, including digital tools, authentic texts, and interactive media, to enhance their learning experience.
- Assessment focuses on communicative competence, cultural understanding, and the ability to apply language skills in practical contexts.

Outcomes of Language Development in CP

Through the CP language development component, students:

- Develop proficiency in an additional language, enhancing their employability and global readiness.

- Gain cultural insights and the ability to navigate multicultural environments with confidence.
- Build essential communication skills that are transferable across careers and personal interactions.

By embedding language development into the CP curriculum, the European School ensures that students graduate as skilled, adaptable, and internationally minded individuals ready to thrive in a multilingual world. This approach reflects the school's commitment to fostering global citizenship and aligns with the IB's mission to promote intercultural understanding and respect.

Languages in American School of Advanced Studies (ASAS)

The language of instruction in the **ASAS** is English.

Language Education Profile

Languages	English Language Art	Academic Writing	Language and Literature Georgian	Foreign Language Spanish	Foreign Language Latin	Georgian as a second language
Lessons per week						
Grade 6 45-minute	5	1	5	2	2	3
Grade 7 45-minute	5	1	5	2	2	3
Grade 8 45-minute	5	1	5	2	2	2
Grade 9 45-minute	5	1	5	2	2	2
Grade 10 45-minute	5	1	5	2	2	2
Grade 11 45-minute	5	-	5	2	2	2
Grade 12 45-minute	5	-	5	2	2	2

English Language Arts (ELA)

Course Structure

The English Language Arts (ELA) curriculum is designed to cultivate critical thinking, effective communication, and global citizenship through a robust and differentiated approach to language

learning. Reflecting the school's vision of fostering multilingualism and multiliteracies, the program offers two distinct tracks:

1. Regular Classes: A standard curriculum tailored to meet grade-level expectations, emphasizing foundational linguistic skills and comprehension.
2. Honors Classes: Advanced coursework that challenges students with greater linguistic complexity and philosophical inquiry.

Grade Coverage

- ELA courses, including Regular and Honors tracks, are available for grades 6–9.
- Differentiation is achieved through:
 - Increasing material complexity.
 - Adjusting instructional pace.
 - Elevating the depth of analytical engagement.

Literary Studies and Cultural Exploration

In alignment with the school's commitment to language as a bridge to intercultural understanding, the ELA program emphasizes diverse literary traditions, fostering a global perspective:

Literary Traditions Covered

- American Literature (Primary Focus).
- English Literature.
- Russian Literature.
- Italian Literature.
- German Literature.
- World Literature Perspectives.

Analytical Approach

Students are encouraged to engage deeply with texts to develop:

- Philosophical interpretation.
- Critical reasoning.
- Contextual understanding of literature within historical and cultural frameworks.
- Contemporary relevance, connecting themes to current global issues.

Literary Exploration Objectives

The curriculum is structured to:

- Develop advanced critical thinking skills.
- Foster appreciation for diverse global cultural perspectives.
- Connect literary themes to students' personal and real-life experiences.

- Explore complex human experiences across different cultures and time periods.

Comprehensive Literary Analysis

Students enhance their analytical skills by focusing on:

- Decoding narrative structures and identifying literary devices.
- Exploring philosophical themes and moral dilemmas.
- Drawing connections between texts and contemporary social issues.
- Comparing literary themes across multiple cultures and genres.
- Developing personal and global insights through literature.

Genres Explored

The curriculum includes a variety of genres to broaden students' literary understanding:

- Classic and contemporary prose.
- Poetry from diverse historical and cultural periods.
- Dramatic works.
- Non-fiction essays.
- Cross-cultural literary texts.

Academic Writing Integration

In line with the school's vision of equipping students with multiliteracies, the ELA program integrates a rigorous Academic Writing component to enhance linguistic precision and expressive clarity:

Core Components

- **Grammatical Precision:** Focused on language accuracy and structure.
- **Compositional Skills:** Emphasis on crafting coherent, analytical, and persuasive essays.
- **Structural Analysis:** Teaching advanced syntax and effective essay composition.
- **SAT Preparation:**
 - Developing critical reading comprehension.
 - Strengthening analytical writing techniques.
 - Enhancing vocabulary acquisition.
 - Practicing timed writing and essay responses.
 - Mastering standardized test strategies.

Objectives

The writing program aims to prepare students for:

- Success in advanced academic writing.
- Achievement in standardized assessments, including the SAT.

Curriculum Alignment

The ELA program adheres to:

- Common Core Standards, ensuring alignment with national educational priorities.
- A school-wide commitment to celebrating linguistic diversity and fostering multiliteracies.
- A vision of equipping students with skills for meaningful participation in local, national, and global contexts.

The **Georgian Language and Literature** course at ASAS is aligned with the National Curriculum Standards, reflecting the rich cultural and linguistic heritage of Georgia while fostering linguistic proficiency, critical thinking, cultural understanding, and global citizenship.

The program integrates language and literature holistically, developing communication skills through reading, writing, listening, and speaking. Students explore a diverse range of texts, including classical, contemporary, and non-fiction works, engaging with themes such as personal and societal values, human relationships with nature, and cultural diversity.

Using a multimodal approach, the curriculum incorporates multimedia and diverse genres to foster multiliteracies and prepare students for a complex, interconnected world. Instruction focuses on functional literacy, vocabulary enrichment, and enhancing students' ability to interpret, analyze, and create texts across various contexts.

Student progress is assessed against National Curriculum standards, ensuring both linguistic and literary competence while equipping them with skills to apply their knowledge in real-world scenarios. Through its emphasis on cultural appreciation and critical thinking, the program prepares students to succeed academically and contribute meaningfully to local and global communities.

Additional Language Offerings: Foreign Language Program

The teaching of foreign languages at ASAS is guided by the core principles of the CEFR, focusing on building foundational language skills to support basic communication, early cultural understanding, and personal development. Instruction follows standard foreign language teaching methodologies, prioritizing practical language use and authentic contexts to help students achieve basic communicative goals like exchanging simple information and understanding familiar phrases. ASAS adopts a personalized learning approach, carefully considering individual student needs and capabilities. This ensures an inclusive and supportive environment where learners at lower proficiency levels gain confidence through engagement with familiar, relevant topics and contexts, laying a strong foundation for gradual skill development. While emphasizing foundational skills, this approach introduces intercultural awareness through age-appropriate, culturally relevant materials, fostering adaptability and

nurturing essential communication skills. This prepares students to participate effectively in diverse cultural and linguistic settings as they progress in their language learning journey.

ASAS follows guidelines and procedures for Host Country Language Support: [Georgian B \(for Non-Georgian Speakers\)](#) and [Language Support](#) previously described in this policy.

Languages in the Kindergarten

The language of instruction in the **Kindergarten** is Georgian and English.

Language Education Profile

Languages	English (for the English section)	English (for Georgian section)	Georgian (for Georgian section)	Georgian (for English section)
Lessons per week				
3-4 years 30-minute	2	2	-	1
4-5 years 30-minute	2	2	2	1
5-6 years 30-minute	2	3	2	1

In our European kindergarten, the **Georgian language** is the primary medium of instruction for the Georgian section, while the **English language** is used in the English section. Additionally, Georgian is taught in the English section, and English is taught in the Georgian section to promote **multilingualism** and **intercultural understanding**. These languages are integrated into both formal and informal educational and developmental processes, fostering a natural environment for communication, inquiry, and collaboration between children and teachers, as well as among peers.

Our language teaching approaches are tailored to the needs of children aged 3–6, focusing on the development of key communication skills, such as **receptive language**, **expressive language**, **pragmatic language**, and **early literacy**, in alignment with state standards for early and preschool care. These methods help children explore ideas, express their thoughts, and connect with diverse perspectives, laying the groundwork for critical thinking and social-emotional growth.

By nurturing language and cognitive skills at this early age, we ensure a smoother transition from kindergarten to school, creating continuity in the language learning process. This approach not only supports language acquisition but also encourages children to appreciate cultural diversity and become open-minded, empathetic learners.

Policy revision process

The language policy is subject to annual revision by the school language policy committee, which aims to ensure alignment with:

- Ministry of Education of Georgia requirements
- Programme-related guidelines
- Unforeseen conditions (such as pandemic-related challenges)
- Evolving needs of the student body
- Current language education landscape

The policy is integrated with other key school policies, including Inclusion, Assessment, Admission, and Academic Integrity.

The policy revision process follows a structured approach:

1. At the end of the Academic Year the school develops and distributes comprehensive surveys to:
 - Programme-related staff, students and parents
2. Programme leadership teams collect and analyze survey responses, developing recommendations for the policy revision committee.
3. Recommendations are incorporated into the draft policy document, which is shared by the committee chair via a Google shared drive.
4. A final revision meeting is conducted with all committee members present, ensuring collaborative input and comprehensive review.
5. All recommendations added to the policy during the revision process are to be included to Action Plans of respective programmes (which have due dates, staff in charge and evidence request). The implementation of changes is monitored by Heads of Programmes and Heads of Departments.
6. The revised policy is submitted to the School Director and Legal Division for final approval.

This systematic approach ensures that the language policy remains dynamic, responsive, and reflective of the school's commitment to high-quality language education.

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