



EUROPEAN SCHOOL
IB Programmes

LANGUAGE POLICY



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I.MISSION STATEMENT

“It is our commitment and goal at European School to bring up tolerant, intelligent, self-confident children who possess a genuine sense of social and moral responsibility. We provide a caring community within which pupils can acquire the skills essential for self-education, enabling them to mature over time into successful accomplished professionals. Our way: a new road to Europe based on our national values”.

II.LANGUAGE PHILOSOPHY

At ESIB we create a challenging and motivating multilingual environment where the language of instruction is English. We view language as a tool for making meaning in the world. We believe that every student has an individual and a cultural set of experiences, skills and interests, which must be considered in the teaching and learning process. For ESIB, multilingualism and the development of critical literacy are considered important factors in fostering international-mindedness through the promotion of cultural identity, intercultural awareness and global citizenship. At ESIB, all teachers are language teachers as language transcends curriculum areas. Through the IB language programmes, we aim to develop confident, curious, highly proficient and enthusiastic readers, writers, viewers, presenters, speakers and listeners. Language is always taught meaningfully and in context. These contexts vary, but often involve the use of real-life scenarios, native speakers, the local area and a wide variety of text types. We advocate the learning of language through inquiry, allowing students to make connections with context, to explore and investigate. The learning of any language is developmental by nature, building constructively on what each individual student knows to help move them forward. As an international school situated in Tbilisi, we are strongly committed to providing students with access to Georgian language learning and utilising the host country and community for language and cultural experiences throughout the curriculum. Equally important to the school is the belief that each student

should have the opportunity to maintain and develop their mother tongue(s)¹. The acquisition of additional languages allows students to further reflect upon and explore different cultural perspectives. At ESIB we are committed to providing an inclusive and equitable learning environment.

III. OBJECTIVES OF LANGUAGE LEARNING AT EUROPEAN SCHOOL

Through this policy we aim to:

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

IV. LANGUAGE OF INSTRUCTION AND COMMUNICATION

At European School, the language of instruction and communication 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. In English-medium classes, students must strive to speak English and consistent use of other languages in class is not tolerated.

¹ Students whose mother tongue can not be provided by the school, are supported by tutorial studying.

V. SCHOOL LANGUAGE PROFILE

Despite the fact that English is the language of Instruction and Communication as the school contingency consists of Georgians (about 70%), Georgian Language and Literature is taught. The school is also host to a significant number of post USSR families. Consequently, as for most of them Russian is a mother tongue, the school gives them an opportunity to learn Russian language and literature". The aim is for them to maintain and develop their mother-tongue.

ESIB 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:

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

VI. ADMISSION AT EUROPEAN SCHOOL

Each new applicant meets with the school psychologist. The student will be accepted without suitable knowledge of English from grade 1 to 4 at PYP. But they have to have some beginner knowledge of English. The students are preferable to have the intermediate level in grade 5-9. 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.

VII. THE CURRICULUM

Curriculum planning at ESIB 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 ESIB 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. So all teachers are responsible for language development. Therefore all planning documents (unit planners, 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.

VIII. LANGUAGE OVERVIEW

PYP

Approximately 50% of students in PYP speak English as an additional language. They have over 15 different mother tongue languages and come from approximately 20 different countries. Applicants are required to pass an oral interview with the homeroom teacher of the appropriate grade level.

Language Learning in the IBPYP:

- Promotes inquiry based authentic language learning
- Focuses on the transdisciplinary nature of language learning,
- Incorporates the teaching and learning of language into the programme of inquiry,
- Develops the skills of listening, speaking, reading, writing and media literacy,
- Interrelates the skills of listening, speaking, reading, writing and media literacy,
- Provides for the teaching of additional languages,
- Provides appropriate feedback to support learning.

At ESIB, we recognise that all teachers are also language teachers who have the responsibility to facilitate language acquisition and promote communication skills through their grade level and content area classes. Students at ESIB PYP learn Georgian as the language of our host country. In order to meet the needs of the various acquisition levels of our students, Georgian classes are offered at two ability levels from Grade 1 to Grade 5. From Grades 1 to 5, native Georgian speakers and beginning Georgian language learners receive instruction appropriate to their level in small groups for the equivalent of one 45-minute class period per day. Students who progress faster or slower than the rest of their group may be moved to another more appropriate group. Native or close to native speakers

are placed in Georgian language and literature classes. The school offers Georgian “language and literature” and Georgian as “Additional language” classes.

Studying a third language is a requirement for all students from Grade 5. French, Russian, German are offered as languages B in For EAL students, their mother tongue counts as a third language. While a student's previous knowledge or exposure to the target language is ascertained on the admissions forms, Russian, German and French classes consist of mixed ability levels and teachers differentiate instruction to meet the needs of the various language acquisition levels in each class and are expected to cater to the needs of beginners. Students entering Russian, German and French classes as beginners will be assessed with appropriate criteria for reporting purposes.

MYP

ES-IS offers the following languages:

English: Language and Literature and Language Acquisition (Year 1-5).

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

Language Acquisition contains 1-6 phases. The groups are created according to the knowledge of the students in this language (emergent, capable and proficient levels are allowed per grade).

Optional languages: Russian/German/French

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

DP

Language and Literature course is offered in English, Georgian and Russian. For other language the school provides support as a self taught.

IX. DIFFERENTIATION

Differentiation is an essential approach to develop communicators in PYP, MYP and DP at ESIB. 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. ESIB 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. Teaching strategies for language development and differentiation, careful acquisition and using of resources (both electronic and printed) provide to support language development throughout the secondary school.

X. 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 ESIB 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.

XI. GEORGIAN AT ESIB (LANGUAGE OF HOST COUNTRY)

What does the Georgian programme look like at ESIB?

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

Georgian as the Home Country Language

The aim of the Georgian Language and Literature programme is to develop the student's powers of expression, both in oral and written communication, and provide the opportunity

of practising 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 socialise 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

XII. 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, colours 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/GAL 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 in order 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.

XIII. MOTHER TONGUE

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 in order 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.

ESIB 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:

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

XIV. WHAT DO WE DO FOR FULFILING OUR OBJECTIVES?

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 Baccalaureate: Our program allows an individually tailored approach for every student.

For Georgian students who learn English at European School we provide big 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.

XV. 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 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 standards in ESIB and has to be taught using modern and innovated methods and means. The teacher has to 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.

XVI. COMMUNICATION AND PUBLISHED MATERIALS

This document is reviewed for 2014-2015 and 2016-2017 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 to look at students language profile.

The formal working of ESIB used in legal and written documents, parent-teacher communication and meetings are in English. However, worked-based discussion and pedagogical documents can be delivered in another language when appropriate. Written communications to parents are also available through translations into Georgian and Russian and interpreters are also made available at meetings.

The language policy will be introduced to the ES community through multiple pathways including staff meetings, PTO meetings and Director's News and Notes.

XVII. REFERENCES:

- 1) Guidelines for developing a school language policy
IBO - April 2008

- 2) Learning in a language other than mother tongue in IB programmes
IBO - April 2008

- 3) The Diploma Programme From principles into practice
IBO - April 2009

- 4) Language Policy for 2008-2010
International School of Latvia

- 5) Developing A whole-School Language Policy
ECML Workshop 8/2005; Whole School Language Profiles and Policies
Antoinette CamilleriGrima

XVIII. APPENDIX

Definitions

<i>AL</i>	additional languages
<i>EAL</i>	English as Additional Language recognising that English may be a third, fourth, etc language for some students
<i>ESIB</i>	European school International Baccalaureate
<i>ESIB Learning Community</i>	Students, staff and parents of ESIB
<i>First/Best language</i>	The best language the student can use to communicate in
<i>GAL</i>	Georgian as Additional Language
<i>Language Developer</i>	Someone who has the role of helping someone else develop their language
<i>Language Profile</i>	A summary of the languages the student can use and understand and an indication of the degree of fluency
<i>Mother tongue</i>	The language of the parents, home language, language of the student's traditional culture
<i>Second Language</i>	The second best language the student can use to communicate in