



**COSTEAS-GEITONAS SCHOOL (CGS)
WHOLE SCHOOL LANGUAGE POLICY 2021-2022**

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Mission Statement

At CGS we strive to provide an academic setting where every student's skills and character can flourish to the fullest by encouraging meaningful connections between classroom and real life experiences. Our students work in an environment of ongoing inquiry, cooperation and mutual respect as they acquire a high caliber education and positive life attitudes to make a contribution to the world they live in.

Philosophy

Language is central to life and learning. It enables all members of the school to appreciate the richness and diversity of cultural identities, and to facilitate intercultural understanding. It is our view that cultivation of a mother tongue/first language and second language acquisition are equally crucial for cognitive, academic and social development, and constitute an important aspect of personal identity.

At CGS, we believe that:

- Language teaching is a fundamental constituent of the school curriculum and its pertinent activities and enables students to develop lifelong learning skills
- Multilingualism establishes cognitive patterns of language acquisition that can be drawn upon in the learning of additional languages
 - Language learning plays a strong role in developing intercultural awareness and international mindedness.
 - Students are encouraged to develop cultural awareness and respect.
- Language is acquired most effectively when it is used in an engaging and meaningful context
- One of the main goals underpinning language learning is to help students develop a sense of international mindedness while becoming critical and analytical thinkers who use language effectively, appropriately and confidently.

Language is not viewed in isolation, but rather considered in terms of:

- Learning language
- Learning through language
- Learning about language

At CGS:

- language instruction plays a key role and all of our students study at least three languages. • development of the host-country language – Modern Greek – and an appreciation of Greek culture are essential
- the curriculum supports complex, rich, dynamic learning across a range of language domains and all



teachers throughout the school are viewed as language teachers with responsibilities in facilitating communication.

- the development of literacy skills, including reading, writing, listening, speaking and viewing in both Greek and English is emphasized and students are supported in acquiring additional languages offered by the school.
- language teaching is guided by the pedagogical attributes of the IB PYP, IB MYP, IB DP and national requirements.

Official Language of Instruction

The vast majority of our students are native speakers of Modern Greek. We acknowledge that studying a mother tongue in depth facilitates the learning of additional languages and enables students to maintain their bonds with their culture and foster their identity. Therefore, Modern Greek is recognized as the school's official language of instruction. This applies to all school divisions in Elementary and Secondary School with the exception of the Pre-K and Kindergarten, which is a dual-language environment and the IB Diploma programme where the language of instruction is English.

Multilingualism and Additional languages

At CGS we place emphasis on intercultural awareness and communication regarding them as key sociolinguistic skills when it comes to language learning. We recognize the learners' need to be equipped with cultural and social awareness skills as well as language skills to become competent communicators and open-minded, global citizens.

The additional languages on offer within the timetabled school day are English, French, German and Spanish. These languages are taught by language teacher specialists in the PYP, MYP and DP. However, the option exists for students to also take the abovementioned languages as well as Chinese as extra-curricular courses upon request.

All language programmes are designed in such a way that they are developmentally appropriate and tied to students' fields of interest and real needs. In addition, a range of resources is available to assist teachers with the design, implementation and review of our language programmes. We also address our students' need to certify their language skills by incorporating extra-curricular study programmes that prepare them for language certification exams.

The school also recognizes the significance of multilingualism by displaying the languages taught at school, and in turn ensuring cultural backgrounds are celebrated throughout school life and curriculum teaching.

Learning Support

The school is committed to accommodating all students' language needs as far as possible and hence students are provided with opportunities to maintain or obtain language skills – both in terms of language specific to the disciplines and the school's language of instruction.

Currently, there is a very small percentage (2% Chinese, other 2%) of students enrolled or wishing to enroll, whose mother tongue is not the school's official language of instruction. However, the school is committed to addressing the particular challenges of those students who are learning in a language other than their mother tongue or first language. (Although it does not apply to the current situation, budgetary implications

and structure changes have been taken into consideration and should the need arise). When deemed necessary, the school will provide support for students who come from a language background that differs from that of the school whenever possible.

(MYP: For students wishing to enroll in MYP2, it is required that they are linguistically competent in the language of instruction (Modern Greek) with a language proficiency level of A1+/A2 according to CEFR.

PYP: For students wishing to enroll in primary school, an in-school test is performed with specific criteria to check the level of language proficiency of students.)

In particular, learners who are unable to fully access the academic curriculum delivered in Modern Greek will receive individualized or small group after-school instruction in Greek as an Additional Language courses. These will run on a regular basis, will be taught by qualified staff and academic support will be scheduled as appropriate. The school will also work closely with the parents of these students to advise assistance by means of a tutor at the MYP and DP, and the homeroom teacher at the PYP if necessary. In collaboration with the librarian and the personal tutor/ homeroom teacher, who is responsible for the student, the school could provide educational support and guidance for the student, when needed. Additionally, students can choose (where possible and appropriate) to work from multilingual sources, including their mother tongues. In addition, given that learning difficulties may arise at any time, we regard the identification of students with learning difficulties as an on-going process. When a student has been identified with additional learning needs including language difficulties, intervention and support are provided through the School Counseling Department and the Learning Support programme.

The school supports students with learning difficulties by differentiated instruction, helping students acquire and develop learning strategies and applying the regulations of the Greek Educational system according to which SEN students are examined orally along with their written tasks.

When it comes to assessment, accommodations are made for students with linguistic challenges. These include allowing extra time and disregarding criteria strands assessing grammatical or spelling accuracy. Instead, teachers highlight the importance of students' demonstrating their knowledge and understanding and their critical and creative skills as clearly as possible while they work on improving the students' linguistic competences as far as possible.

When it comes to IB examinations and moderation as well as official national examinations, the IB and national regulations apply respectively.

Extra-Curricular and Culture Opportunities

Language learning opportunities are available through CGS school clubs fostering cultural understanding at a personal and global level. These include the Model United Nations (MUN) Club, the Global Issues Network (GIN) Club, student exchange programmes, joint projects with international schools abroad, Language Acquisition Club, Greek as an additional language course for students whose mother tongue is not Greek or their proficiency level is below CEFR A1 (for MYP2), below A1+/B1(MYP 3 and 3) and below B1+ (MYP 5).

Rules and expectations about language use around the school

We expect students' use of language to adhere to the CGS Code of Conduct with regards to decency and academic honesty. They are also expected to adhere to the MLA referencing protocols as explained in the CGS Academic Integrity Policy.



The school recognizes the need to offer school presentations, meetings, promotional publications and important documentation mostly in Modern Greek, which is the official language of instruction and mother tongue of the majority of the student body, parent body and teaching faculty. To maintain consistency, Modern Greek is also used for our formal written documentation and published materials. However, efforts are made to have the most essential documentation available in English, on the school website, and in certain circumstances available in French, Spanish or German for whom it may concern.

When it comes to assessment, accommodations are made for students with linguistic challenges. These include allowing extra time and disregarding criteria strands assessing grammatical or spelling accuracy. Instead, teachers highlight the importance of students' demonstrating their knowledge and understanding and their critical and creative skills as clearly as possible while they work on improving the students' linguistic competences as far as possible.

When it comes to IB examinations and moderation as well as official national examinations, the IB and national regulations apply, respectively.

Students and teachers are encouraged to communicate in any language they wish when applicable.

Professional development

CGS recognizes the need for professional development in the fields of language learning. When appropriate, we will call on the expertise of field specialists to support our professional development. However, we will also offer teachers IB-recognized professional development.

Communication and Review process

The Head of school, IB Coordinators, language and literature teachers, language acquisition teachers, language support teachers, the school counseling department and school administration lead the discussions around developing and/or reviewing the language policy.

The draft language policy under review is discussed and analyzed in the academic departments during faculty meetings and all new teachers are made aware of the updated language policy document.

Parents are also informed about the language policy of the school, which is also accessible on the school website along with the other policies and can provide feedback either individually or through their representatives on the Board of the Parents Association.

This document was reviewed and updated in preparation for the upcoming whole school evaluation visit and was informed by relevant research in the field and all relevant publications issued by the IBO including: Guidelines for developing a school language policy (2008)

- Language and learning in IB programmes (2011, updated 2012, updated 2014).
- Guidelines for school self-reflection on its language policy (2012) and relevant PYP, MYP and DP programme-specific publications.

The language policy is reviewed regularly as part of the IB curriculum review cycle and the whole-school improvement plan and is to be approved by the Bureaus of Elementary and Secondary Education, which operate under the auspices of the Greek Ministry of Education.

Language Learning in the Primary Years Programme (PYP)

In the PYP, each student receives sustained language teaching in at least two languages for each year of the programme.

From age 3 to age 6 the languages of instruction are Modern Greek and English thus supporting the notion of our Dual-Language Kindergarten and Nursery. From age 6 to age 12 all students study in Modern Greek, which is the language of instruction. At CGS we believe that mother tongue language development is crucial to maintain cultural identity and emotional stability. We recognize that strength in mother tongue supports students in learning other languages. English is taught as an additional language. From age 8 (3rd grade) students are required to choose a second additional language. Their choice is among French, German and Spanish. At CGS we recognize the importance of students developing a range of languages, and learning about different cultures for their personal and educational growth. This will provide students with a multitude of opportunities to develop the attributes in the learner profile and to become effective, multilingual communicators and members of the global community.

The Language and Literature curriculum follows the guidelines of the Language and Literature PYP Programme and the Greek National curriculum for Literacy.

In order to promote inquiry-based language learning within the context of the PYP, our school recognizes the importance of incorporating the teaching and learning of language through the transdisciplinary programme of inquiry. The mastery of the essential language skills - reading, writing, listening, speaking, and viewing - is a vital part of a student's overall development.

Language Acquisition

In the PYP, language acquisition English is offered for stage 1- stage 9 where stage 7 aligns with/corresponds to MYP phase 1, stage 8 with MYP phase 1-2 and stage 9 with MYP phase 2.

French, German and Spanish are offered as Cours Junior / Kinderkurs/ Ciclo Junior in grade 3, Cours Préparatoire / Grundkurs 1/ Ciclo Elemental in grade 4, Cours I/ Grundkurs 2/ Ciclo I in grade 5 and Cours II/ Grundkurs 3 (Phase 1)/ Ciclo II in grade 6.

The aims are:

- to enable students to develop their reading, writing, listening, and speaking skills. The four strands of communication are interwoven and interrelated and not taught in isolation.
- to gain competence as effective, critical communicators.

Placement

In the PYP, for students entering grade 1 or higher as part of the admissions process, the Heads of English/ French/German/Spanish Departments, and the PYP coordinator will:

- Review student's language track record
- Administer assessments as necessary: placement tests
- Interview student and parents
- Inform on language placement before the student starts school



This information is used in forming the study schedule for each student according to the school's language acquisition continuum for the PYP (Stages).

Pathways

- As CGS promotes multilingualism, students are encouraged to become fluent in their second language and learn a third language. Therefore, English as a Language Acquisition course is mandatory for all students
- In PYP, grade 3 and higher students can opt for the additional language they wish to study, namely French, German, or Spanish.
- Students are allowed to move from one Language Acquisition course to another within the first 3 weeks upon starting that course.
- Movement in Language Acquisition from Stage to Stage takes place at the end of a quarter or the year.
- Language Heads, PYP/MYP Coordinators hold regular reviews of the language pathways of the students in preparation for MYP study.

Language Learning in the Middle Years Programme (MYP)

In the MYP, each student receives sustained language teaching in at least two languages for each year of the programme.

Students study a minimum of:

- one Language and Literature course and two Language Acquisition courses, or
- two Language and Literature courses and one Language Acquisition course.

All MYP students are required to take Modern Greek as the Language and Literature course, and English, either as a Language and Literature course or Language Acquisition course.

From MYP2 onwards students are required to choose a second additional language. Their choice is among French, German and Spanish. The vast majority of students opt for the second additional language they studied in the PYP. However, they are given the option to select a language other than the one they had studied before.

Language and Literature

Language and Literature is offered to the students for which Modern Greek or English is their mother tongue or is the language that the student has the highest level of proficiency.

Modern Greek is the main Language and Literature course on offer across the MYP curriculum whereas English is offered as Language and Literature courses mostly in MYP 4 and MYP 5 if applicable. For students taking Language Acquisition_ English, the student must meet the learning outcomes of at least phase 5 in order to be placed in Language and Literature English classes.

The Language and Literature Curriculum follows the guidelines of the Language and Literature MYP programme and the Greek National Curriculum for Literacy.

Language Acquisition

In the MYP, Language Acquisition English is offered in Phases 2 - 6, while French, German and Spanish are offered in Phases 1 - 5.

The aims are:

- to gain competence as critical communicators over the four years of study
- to enable students to become multiliterate and thus able to understand and use print-based and digital, spoken, written and visual texts
- to deepen the understanding of the interplay of the spoken, written, and visual modes
- to offer learners the opportunity to develop international mindedness

Placement

We aim to support students' language learning regardless of their linguistic background and placement is informed by knowledge of the student's language profile. A diagnostic process is also carried out at the start of the MYP to determine the phase of MYP students for language acquisition. The same process is followed with incoming students. As part of the enrollment process, an intake team (MYP Language Acquisition Head, Heads of English/French/German Departments, MYP coordinator, counselor, and Language and Literature coordinator) will:

- consider the language profile of the student and review the student's language background, including their PYP or other primary education language experience
- interview the student and parents if necessary
- record the students' personal goals with regard to language learning
- administer language placement tests if necessary
- inform on language placement and pathways according to the MYP when the student starts school

This information is used in forming the study schedule for each student according to Phases. To this end, the MYP global proficiency table, the MYP language acquisition skills continuums and the phase-specific objectives of the Language Acquisition framework are used as diagnostic and reference tools to ensure the developing proficiency of learners within a common framework.

Under the direction of the MYP Head of Language Acquisition and the language department coordinators, the school ensures that the prescribed hours of instruction are effectively completed and the desired academic standards are met in accordance with the objectives of the respective phases. In this way, we safeguard that the students are ready to make a smooth transition to the next MYP Language Acquisition Phase.

Pathways

- As CGS promotes multilingualism, students are encouraged to become fluent in their second language and learn a third language. Therefore, English as a Language Acquisition course is mandatory for all students whose proficiency in English is not adequate for them to study English as a Language and Literature course.
- In MYP 2, students can opt for the additional language they wish to study, namely French, German, or Spanish. In case they are undecided, they can take a two-week 'carousel' course, during which students can experience a brief introduction to each language acquisition course offered in the MYP.

- After the introductory courses are completed, students must choose one of the languages from the carousel and continue with that language throughout the programme, (or until they demonstrate a satisfactory proficiency in phase 4 to begin the study of another language.)
- If a student reaches the outcomes of phase 4 in Language Acquisition, they are supported in the study of a fourth language.
- Students who are in Language and Literature in MYP cannot move to Language Acquisition in the MYP or in the DP.
- Movement in Language Acquisition takes place at the end of a quarter or the year.
- The move from one phase to another is determined by a grade of 6/8 or above and following standardization of the student work by Language Acquisition teachers.
- Movement into Language and Literature occurs at the end of the school year after the student has achieved a grade of 6/8 or above in Phase 5 or 6 Language Acquisition and the language teams review the student work and agree that the student is ready for critical literature analysis in preparation for DP Language and Literature.
- Language teams, MYP/DP Coordinators hold regular reviews of the language pathways of the students in preparation for DP study (please see appendix)

Language Learning in the Diploma Programme (DP)

The CGS Diploma Programme supports language acquisition as a shared responsibility among all subject teachers and across all disciplines. We believe that language is at the heart of all learning and aim to develop learning experiences that provide links between subjects and offer students the opportunity to communicate effectively, to think critically and creatively across the curriculum. English is the language of instruction at CGS IB DP (except for Language A Modern Greek and Language B courses).

IB DP Group 1 and Group 2 Subjects

In the IB Diploma Programme language courses are offered in two of the subject groups:

Group 1 - Language A

- English A Language and Literature (SL and HL).
- Modern Greek A: Literature (SL and HL)
- Modern Greek Language and Literature (SL and HL)

As outlined in the IBO Subject guide, the language A: literature course explores a range of literary texts and literary genres from different historical, cultural, social, and political contexts. The course encourages the appreciation of literature and develops students' analytical and critical skills. It requires that students respond to literature through a range of oral and written tasks, enhancing not only their ability to analyze and interpret literature, but also their use and command of sophisticated language.

The language A: language and literature course examines a wide range of literary and non-literary texts from different periods, styles, and genres. Through close textual analysis, students gain a deeper understanding of how formal features, contextual elements, and linguistic choices inform, negotiate, and shape the meaning of a text. Students develop their ability to think critically about and responding to texts, while challenging them to reflect on the pervasive and complex nature of language.

Group 2 - Language Acquisition

Language B (HL and SL) acquisition courses are offered in the following languages:

- English
- French
- German
- Spanish

The courses are designed to develop proficient communicators who demonstrate cross-cultural awareness and understanding. Language B courses focus on the development of reading, writing, listening, and speaking skills, which are central to encouraging students to communicate effectively in a range of situations and in all subject areas. Students also study literary works to further explore the culture and context connected to the language studied.

Group 2 – Language B ab initio

The school offers Language B: Spanish ab initio at Standard Level.

The Language ab initio courses are designed for students with little or no prior experience in the target language. Students develop receptive, productive, and interactive communicative skills, through the study of language, themes, and a range of texts in familiar and unfamiliar contexts

School-supported self-taught Literature courses

The CGS IB Diploma Programme offers students who wish to enroll in a Language A class, (with the exception of Modern Greek or English) the opportunity to study another language as a School-supported, self-taught (SSST) course. This is possible provided that the student can be supported by an experienced DP Language A tutor in the given language.

The school will appoint SSST students an SSST Supervisor who is an experienced DP Language A teacher. Students must consistently communicate and maintain ongoing contact with the Language tutor to ensure the support provided is in alignment with the assessment components, for the best possible result.

The SSST Supervisor is responsible for ensuring all internal and external IB deadlines are met and for monitoring the student's progress throughout the course.

Currently, the CGS IB Diploma Programme offers one SSST course in Chinese A Literature to one student. In the case where there is an increase in the number of students who request the same additional Language A course, such as Chinese for example, the school will review the possibility of offering it as an additional Language A course as part of the curriculum.

The corresponding fees for an SSST course are the responsibility of each SSST student's family.

Learning Support

At the CGS IB Diploma Programme, we recognize that some students may need further support in developing and acquiring language skills, which is why we offer extra language tutorials. These tutorials take place



within the school day by experienced IB DP Language B teachers. The corresponding fees of these extra tutorials are the responsibility of each student’s family. In the case where an SSST student also requires an extra tutorial in a Language B course, there is no additional fee.

Appendix

* Pathways from MYP to DP – Table 1

	MYP	DP
Phase 1		Ab initio
Phase 2	Emergent	Ab initio (in rare cases) Language B SL
Phase 3		Language B SL
Phase 4	Capable	Language B SL/HL
Phase 5	Proficient	Language B SL/HL
Phase 5	Proficient <i>It is recommended the student has at least one semester in MYP Language and literature before starting these DP courses.</i>	Language A: literature SL Language A: language and literature SL Literature and performance SL
Phase 6	Proficient <i>It is recommended the student has at least one semester in MYP language and Literature before starting these DP courses.</i>	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

Pathways from the MYP Language Courses to DP Group 1 and 2 Courses, MYP Language Acquisition Guide for use from Sept 2020/Jan 2021 (updated August 2021)

Review process of CGS whole-school language policy

The CGS whole-school Language policy has been reviewed following discussions among programme coordinators, subject group heads, academic staff and Head of school. The review process was completed in May 2022.

