

# LANGUAGE POLICY

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International Baccalaureate  
Diploma Programme



OMNES VIAE SCIENTIAM DOCUNT

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## The IB Mission statement<sup>1</sup>

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 of international education encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## The IB Learner Profile<sup>2</sup>

ATTRIBUTES	IB LEARNER PROFILE
<b>INQUIRERS</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love for learning throughout life.
<b>KNOWLEDGEABLE</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>THINKERS</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>COMMUNICATORS</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>PRINCIPLED</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>OPEN-MINDED</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>CARING</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>RISK-TAKERS</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>BALANCED</b>	We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>REFLECTIVE</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

<sup>1</sup> IBO (2007), 'Academic Honesty'.

<sup>2</sup> IBO (2014), 'Effective citing and referencing'.

## Lampiri School Mission statement

It is our mission as teachers in this school to work the best we can in order to produce learners who will stay so for the rest of their lives. Scientists who will act boldly when time comes and without trepidation do what is required to save and transpose their wisdom to the new generation and to the newer one until there is only the memory of the teacher left. It is our duty to help guide each student to their destination with their hearts full of dreams, hopes and ambitions to leave a better place when they are gone. Our shoulders are ever present to hold our students up where their minds can stay open and see beyond the darkness that so often awaits them outside. We teach our students to be caring of all those in need, to have a high sense of **ethos** etched in their hearts and recognize that people regardless of ethnicity, color, religion or sexual orientation or any other external characteristic which might set them apart, are equal to each other in terms of their rights. Our students will go out to the world communicating the need for understanding others, obeying their own principles, think and reflect upon the day gone and smile as they wait for the morning after.

*'I am not an Athenian or a Greek but **a citizen of the world**'*

(Plutarch, *Moralia, De Exilio*, book VII, 5 of the Loeb Classical Library edition, 1959).

# Language Policy

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## Language Philosophy

In today's fast-changing world, the interdependence between people and nations is becoming more and more apparent. Achieving international understanding and cooperation is a means towards creating a better future for the next generations and intercultural understanding plays an important role towards this aim<sup>3</sup>.

In the abovementioned context, cultural teaching serves as a tool to create intercultural understanding and is greatly connected to language teaching as, according to A. L. Kroeber and his 'Anthropology'(1923), *'culture, then, began when speech was present, and from then on, the enrichment of either means the further development of the other'*<sup>4</sup>.

Based on the above mentioned principles, our language philosophy focuses in teaching and promoting all languages used in our school environment and thus, keeping a **balance** between:

- achieving proficiency in learning the host country language and the language or languages of instruction
- maintaining mother-tongues development (in the cases of bilingual students) and also
- facilitating students to learn a second foreign language

## Language Profile

Language learning at Lampiri school is based on the genuine respect for the Greek language and culture and the need to promote further interculturalism and international mindedness through language teaching. However, language learning is also closely linked with the background and needs of our students. The socio-economic characteristics of the area and the local population greatly shape and affect the learning environment in which language acquisition and development occurs.

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<sup>3</sup> IBO (2005), Dr. Irene Davy, Director, Sunnybrook School, Toronto, Canada, *'Promoting International Mindedness in our schools'*, p.1.

<sup>4</sup> A. L. Kroeber (1923), *Anthropology*, Harcourt, Brace and Company, New York.

Lampiri Dimotiko (Primary) school is one the first private schools in Moschato and the southern suburbs of Athens. It was founded in 1963 by Maria Lampiri, a qualified teacher who has always been guided by her love for children and inspired by the pedagogical principles of Maria Montessori. In 1994, Lampiri Gymnasio (Junior High School) and Lykeio (High School) were founded and since then students have been offered with high quality Secondary Education. Lampiri Kindergarten was later founded in 1996 to provide young learners with Pre-primary Education. Lampiri Kindergarten is housed in one of the most beautiful buildings in the area of Faliro, a fully renovated neoclassical building which also functions as an incentive to teach young students not only about the history of this nation but also about respect for other nations.

The majority of students are mainly of Greek nationality. However, due to the migration wave of the last decades, our student population includes students from other European and Balkan countries, Eurasia, Asian and Middle East countries as well as South America. More specifically, an approximate percentage of 15% of the student population are students who were born in /or their parents have come from Albania, Bulgaria, Denmark, Great Britain, Russia, China, Iraq and Cuba. Consequently, our student population represents 9 nationalities with students, whose mother tongue is the language of instruction (Modern Greek), students who are bilingual (with Greek being one of the languages spoken) or students whose mother tongue is different from the language of instruction.

The linguistic diversity of the school and the local community is a rich resource for developing the IB's mission to promote multilingualism, intercultural understanding and international mindedness. For this reason, the school has established a **steering committee** in order to reflect on the language philosophy and the language policy of the school to accommodate the students' language requirements. The committee, which is comprised by Greek language teachers, foreign language teachers and the administration from all levels is responsible for the vertical and horizontal articulation of the school's language philosophy and policy<sup>5</sup>.

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<sup>5</sup> IBO (2012), *'Guidelines for school self-reflection on language policy'*, p.2.

## Language learning from Kindergarten to High School

The school effectively supports student language learning through supporting the development of students' mother tongues and the acquisition of other languages, including the host country language.

### Learning Greek in all levels of education

In all levels of education, from Kindergarten to High School, Modern Greek is the language of instruction. According to the Greek educational system laws, Ancient Greek is taught as a compulsory lesson at High School while Latin is an elective subject.

“The study of Classical Languages, in particular, encourages students to develop awareness and appreciation of the different perspectives of people from ancient cultures providing students with the opportunity to study two historically significant languages [ancient Greek and Latin] that are also embedded in many modern languages... [Furthermore], the study of classical languages gives important insights into the cultures that produced them, and therefore leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, [it] trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language... Students will study the language, literature and civilization of people separated from them by time and space and will engage with different social, moral, ethical, cultural and aesthetic attitudes. Furthermore, they will also become confident communicators, more aware of the power and beauty of language and open-minded as they question their own values in the light of other languages and cultures”<sup>6</sup>.

### English as a foreign language from Kindergarten to High school

English as a foreign language is introduced in the curriculum from a very early stage. Students have English lessons twice a week in Kindergarten, so as to familiarise themselves with its use and be able to communicate effectively even at a very basic level from a very early age. In this level, language acquisition is mainly achieved through games and activities in English. During the six years of Dimotiko (Primary school) English as a foreign language is taught on a daily basis aiming at the further development of the students' written and oral skills. In Gymnasio (Junior

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<sup>6</sup> IBO (2014), *Classical languages Guide*, p. 6-7.

High school) and Lykeio (High school) students attend English as foreign language classes twice a week.

At the end of the school year, students can participate in EFL (English as a Foreign Language) Exams held at our school.

<b>Grades</b>	<b>EFL Exams</b>
3 <sup>rd</sup> grade of Primary school	Starters, British Council
4 <sup>th</sup> grade of Primary school	Movers, British Council
5 <sup>th</sup> grade of Primary school	Flyers, British Council
6 <sup>th</sup> grade of Primary school	KET
1 <sup>st</sup> grade of Junior High school	KET / PET for Schools, British Council
2 <sup>nd</sup> or 3 <sup>rd</sup> grade of Junior High school	ECCE, Hellenic American Union

### Second foreign language acquisition

Even though English as a foreign language is taught in all levels of education, the school promotes second foreign language learning by introducing the acquisition of a second foreign language from the Fourth Grade of Dimotiko (Primary School). Students can choose between French and German and through their instruction, they are introduced in the cultural aspects of the countries where the above-mentioned languages are spoken.

<b>Second languages</b>	<b>Exams</b>
French	A2 Delf, Institute Francaise
	B1 Sorbonne
German	FIT 2, Goethe Institut

## Language Learning in the IB Diploma Programme

### Language courses in the curriculum

In pre-IB and IB classes, English is the main language of instruction and all classes are conducted in English. Consequently, all teachers and students are obliged to speak English at all times and only the teachers of other languages (i.e.: Modern Greek), are allowed to speak to the students in their language of instruction.

Group 1 (Studies in Language and Literature) and Group 2 (Language Acquisition) currently offer the following subjects:

Studies in Language and Literature	<ol style="list-style-type: none"> <li>i. English –Language and Literature A (HL/SL)</li> <li>ii. English – Literature A (HL/SL) (<i>upon demand</i>)</li> <li>iii. Modern Greek – Language and Literature A (HL / SL)</li> <li>iv. Modern Greek –Literature A (HL/SL) (<i>upon demand</i>)</li> <li>v. any other language is demanded by a native speaker, either school taught or self taught</li> </ol>
Language Acquisition	<ol style="list-style-type: none"> <li>i. English (HL / SL)</li> <li>ii. Classical Languages (SL)</li> <li>iii. Italian (<i>ab initio</i>) (<i>upon demand</i>)</li> <li>iv. German (<i>ab initio</i>) (<i>upon demand</i>)</li> </ol>

According to our language philosophy, language teaching should be implemented through the teaching of all subjects of the IB Diploma Programme since ‘*all teachers are language teachers*’<sup>7</sup>. Language learning in all subjects is achieved with the use of differentiated and varied instructional methods that include (and are not only restricted to) the following:

- familiarising students with the glossary/command terms of each subject
- asking students to write long answers/essays on specific topics so that they practice their language skills
- using quizzes in the form of game to practice the glossary of each subject

<sup>7</sup> IBO (2008), ‘*Guidelines for developing a school language policy*’, p.1.

## Multilingualism, Intercultural Understanding and International Mindedness in the IB Diploma Programme

In the IB department of our school we are committed to an integrated international curriculum for the entire school continuum, reaching beyond the local context.

Through our carefully designed and well balanced curriculum – in which the teaching of both modern and ancient languages plays a core role<sup>8</sup> – we aim to explore the meaning of internationalism and to guide our students in developing the knowledge, values and skills necessary to be citizens of the world.

It is the task of all individual teachers –and primarily language teachers– to make international mindedness implicit at all levels of learning. An international education will lead young people to acquire the tools needed for them to understand and create a more secure and sustainable existence in our rapidly changing world.

The study of classical languages in the IBDP encourages students to develop awareness and appreciation of the different perspectives of people from ancient cultures, an aim very much in keeping with a key strand of the **Theory of Knowledge (ToK)**. This provides other opportunities for ways of seeing and knowing both the ancient and contemporary world leading to a greater understanding of the contemporary world and to a greater intercultural understanding.

Apart for that, the study of classical languages is **inherently international**. Students study the language, literature and civilization of people separated from them by time and space and they engage with different social, moral, ethical, cultural and aesthetic attitudes. They also become confident communicators, more aware of the power and beauty of language, and open-minded, as they question their own values in the light of other languages and cultures.

In the case of modern languages – Italian, German, etc. – they may be added, upon demand, in Group 2, either school taught or self taught. The choice of these particular languages was made based on the findings of internal surveys in the school community which reflect the needs and interests of the student body. based Multilingualism is a core element which effectively reflects the IB philosophy, as it is a step forward towards the direction of intercultural understanding<sup>9</sup>.

## Admission Policy in the IB

Students who wish to attend the IB Diploma Programme are required to take a

<sup>8</sup> IBO (2008), *‘Learning in a language other than mother tongue in IB programme’*, p. 8.

<sup>9</sup> IBO (2011), *‘Language and learning in IB programmes’*, p. 7.

placement test that indicates their proficiency in English and in Modern Greek. It is imperative that all students entering the IB Diploma Programme hold the First Certificate in English. A student who wishes to take English A must be native English speaker, bilingual or at least hold an English degree at C1 level. There also needs to be evidence of their good command of Modern Greek as well as any other language that they have studied or wish to study in the IB Diploma Programme.

Our aim is to support and enable our students to participate effectively in the IB Diploma Programme and achieve high standards of performance in all subjects. To achieve this, an interview with the language teachers of the IB Diploma Programme is required as part of the admission procedure in order to identify whether there is a need to provide the student with specialized language teaching support.

### Promotion of all languages spoken in the school community

According to the IB philosophy *‘the culture of any IB learning community, reflecting the qualities described in the learner profile, should be one in which the identity of every member is affirmed. Students’ skills and knowledge in all their languages should be explicitly valued and recognized as resources for exploring new ways of thinking and knowing’*<sup>10</sup>.

### Promotion of mother tongues

The promotion of multilingualism and all mother tongue languages spoken in our school community is of great importance as it is connected with the construction of the student’s identity as well as their cognitive development and is a means towards achieving intercultural awareness and understanding.

At Lampiri school all cultures and mother tongues are highly valued and our aim is to create an environment that embraces the diversity of cultures and promotes **additive bilingualism** (where another language and culture does not replace that of the mother tongue)<sup>11</sup>. In addition to that, promoting all mother tongue languages spoken by our students enables them to develop their **cognitive academic language proficiency (CALP)** and encourages them to acquire qualities, attitudes and characteristics identified in the **IB Learner’s Profile**<sup>12</sup>.

In cases where direct instruction in a mother-tongue language through Language

<sup>10</sup> IBO (2014), *‘Developing academic literacy in IB programmes’*, p.2.

<sup>11</sup> IBO (2008), *‘Learning in a language other than mother tongue in IB programmes’*, p. 8.

<sup>12</sup> IBO (2008), *‘Learning in a language other than mother tongue in IB programmes’*, p. 5.

As a subject course is not provided, the school has developed the following actions and initiatives to support the further development of students' mother tongue – languages as well as second language learning:

- **library resources in a range of languages** in order to foster the development of mother tongues and facilitate the learning of a second language
- **literacy programs in different languages** that help students improve their ability to read, write, develop critical thinking and analytical skills in many (i.e. story hour for younger students or book clubs in a foreign / mother tongue language).
- regarding bilingual students or students whose mother tongue is different from the language of the host country or the language of instruction, our school has developed **a project for the promotion of all languages with the support of foreign Embassies** (Embassies of Albania, China and Romania) and **cultural organisations** (British Council).

In all cases, the school aims at enabling students to remain in touch with the language, literature and culture of their home country, facilitating the learning of a second language, fostering continuous cognitive development and additive bilingualism and finally, increasing intercultural awareness and understanding.

### Greek as a foreign language - the case of Syrian refugees

The recent events of the war in Syria is a global issue, but also related to our local communities as well, since a large number of immigrants has come to our country. Therefore, led by humanism and care for people in need, our school plans to offer **Greek language lessons to Syrian refugees on a voluntary basis** to enable them reach an appropriate level of knowledge and understanding of the language and progressively integrate into our society.

The connection of Lampiri school with the local community and the possibility of **students' involvement** in this initiative on a voluntary basis foster the connection of language learning with the following core aspects of the IB philosophy:

- the **Creativity, Activity, Service (CAS) opportunities** which exist within the local community and focus on ethnic diversity, giving students the chance to act as responsible members of local community and preparing them for their future roles as responsible and active members of the national and global communities and
- the further development of all the attributes of the IB Learner's Profile. The

presence of refugees and/or immigrants living in the local community give an opportunity to our students to provide service by actively teaching and supporting younger children in order to learn and practice the local language<sup>13</sup>.

The school has also developed strategies to support students who are **not proficient in the language of instruction**. In the case of Greek as a language of instruction, students can improve their skills with **courses** regarding teaching **Greek as a foreign language** or **summer workshops** that are organised in our school and aim towards the promotion of language learning.

### Extra-Curricular Cultural and Linguistic Opportunities

A high degree of the students' language learning occurs in a social context. Even though the provision of all levels of education at Lampiri school is based on the teaching of the standard curriculum according to the Greek educational system laws, this is also supported by a wide variety of extra-curricular activities that take place at the school premises.

At the school's **sports centre and conservatory** students are given the opportunity to discover their talents, develop their personality to the fullest and in accordance to the attributes that shape the IB Learner's Profile. Through daily instruction and the participation in sports and music activities, students also enrich their experiences in the language of the host country (Greek), second foreign languages and mother-tongue languages and become aware of the importance of intercultural understanding.

Other **cultural events** for the promotion of all languages spoken in the local community and cultures are organised at the school premises with the support of foreign Embassies (Embassies of Albania, China and Romania) and cultural organisations (British Council) as well as with the parents' active support<sup>14</sup> with the aim of increasing cultural awareness and international mindedness<sup>15</sup>.

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<sup>13</sup> IBO, 'A learning story about how a school's language policy supports multilingualism in a culturally diverse community'.

<sup>14</sup> IBO, 'Involving parents in the maintenance and development of students' mother tongues'.

<sup>15</sup> Hreha, R. Steve, (2012), 'Approaches to International Mindedness in IB World School', IBO, p. 7-8.

## Policies as a working documents

All our policies are living documents which will be amended appropriately by a committee responsible for such changes<sup>16</sup>.

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<sup>16</sup> IBO (2008), Guidelines for developing a school language policy, p.36.

## References

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