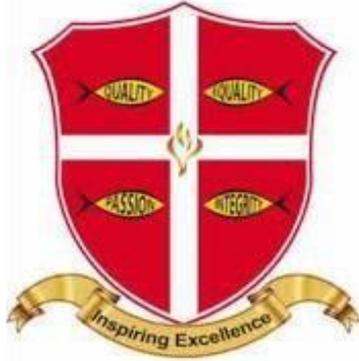# GATEWAY INTERNATIONAL SCHOOL

LANGUAGE POLICY 2022-2023

Reviewed on July 2022

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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 global organizations to offer challenging world-class educational programmes 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.

Vision and Mission Statement of GIS

Vision

Creating responsible global citizens who realize their maximum intellectual and human potential.

Mission

GIS provides a whole education program that balances academic excellence with character building. We foster knowledgeable, unbiased, caring inquirers with an inclusive perspective by inspiring them to become lifelong learners, peace ambassadors and tomorrow's leaders in the local as well as the global context.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
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 of learning throughout life.

KNOWLEDGEABLE
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.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
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.

PRINCIPLED
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.

OPEN-MINDED
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.

CARING
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.

RISK-TAKERS
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.

BALANCED
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.

REFLECTIVE
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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

PHILOSOPHY

We believe that language is the most effective medium to implement the IB Learner profile. We approach the learning of language as a whole recognizing that Language is part of everything we do, we believe that each teacher is a language teacher and that language itself is Transdisciplinary. We support the acquisition of language through its usage to acquire and pass on understanding. We appreciate the use of language to express many different perspectives and motivate an exploration of the same. We work towards instilling an appreciation of language that inspires lifelong learning.

RATIONALE

In this respect all students:

- Learn more than one language (above the age of 6)
- Develop respect and appreciation for language and literature
- Use language effectively to communicate
- Develop communication skills (reading, writing, speaking, listening, viewing and presenting) essential for a global citizen
- Use language as a vehicle for gaining understanding thought, creativity, reflection, learning, self-expression and social interaction
- Develop cultural awareness and an international outlook through language
- Be aware of the technical influences and trends in language
- Be aware of the importance of languages
- Learn about language in a variety of ways
- Experience language in all forms and disciplines

AIMS OF THIS LANGUAGE POLICY

- To ensure that the language instructions are in line with the philosophy.
- To ensure a varied approach to language instruction and assessment.
- To ensure that all strands of language are incorporated in its instruction (Multi-Language, Trans-disciplinary language, Literature).
- To ensure that language instruction is provided at a grade-appropriate level and that, taking into consideration cultural diversity, provision is made for appropriate enrichment and support.
- To seek and ensure continuous improvement in language skills for all students.

- To ensure articulation and synthesis across the grade levels in connection to language instruction.
- To ensure that a lifelong learning interest in reading is developed.

Continuous Improvement of the Language Policy:

The annual process of reviewing and revising the School Language Policy is:

- The School Administration appoints a Language Steering Committee from the school community.
- The Language Committee reviews the School Language Policy.
- The Language Committee solicits input from the wider school community about the School Language Policy.
- The Language Committee reviews current literature about language learning and best practices at international schools.
- The Language Committee cross-checks the Language Policy against other school policies, such as Assessment and Special Needs, and makes the required links.
- If the Language Committee and the School Administration feel that the Language Policy has undergone a major revision, then the new policy is submitted to the Governing Board for approval.
- The School Administration communicates the revised and approved Language Policy to the school community.

LANGUAGES OFFERED AT GATEWAY INTERNATIONAL SCHOOL

At GIS, from K-12, English is offered as the First language, progressing towards Language and Literature. The process of differentiation will help in narrowing the gaps and scaffolding skill development.

The Gateway International School Language Policy steering committee comprises the Principal, the IB Coordinators, members of the pedagogical leadership team, the Librarian along with Teachers, Parents and Student Representatives. It is the responsibility of the committee to oversee the procedures needed to develop the language philosophy and policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies.

- Pedagogical Leadership Team
- 2 Teachers per Programme

- 2 Parents per Programme
- 2 Students per Programme
- Programme Coordinators
- Librarian
- Language Teachers

English is the language of instruction right across the school. Other additional languages that are optionally offered are – **In the PYP**:

- **Hindi** PYP 1- 5
- **French** PYP 1- 5
- **Tamil** PYP 1- 5
- **Spanish** PYP 4 and 5

TIME SCHEDULE FOR LANGUAGE INSTRUCTION

In the PYP

We recognize that every teacher is a language teacher and also understand that language of instruction cannot be a separate unit. At Gateway International, language is made an integral part of learning to help enhance a child's communication skills.

We allocate specific time for the acquisition of language skills:

i. 5-6 hours a week for English language (medium of instruction)
ii. 1-2 hours a week for Additional Language instruction

THE WRITTEN CURRICULUM

We create our own Scope and Sequence documents for all language instruction based on the IBO exemplar documents. In addition to this, we maintain a check sheet for specific learning outcomes in language at each grade level. A range of reference books is used as resources for the achievement of specific goals in language development. We review the scope and sequence documents at the end of each year for any changes or updates.

Specific Requirements

    i.   By the end of the year, each grade level must have addressed all of the learning outcomes outlined in the grade overview.

    ii.   All strands of language are offered: oral (speaking and listening), written (reading and writing) and visual (viewing and presenting).

    iii.   We have a well-equipped library to develop the child's language skills

METHODS OF INSTRUCTION

- English is the language of instruction at Gateway
- We allow them to use the dictionaries, whiteboard interactive, etc.
- Teachers and buddy translators provide help to enhance the student's language skills
- Language is approached through an inquiry-based method
- Language is offered through differentiated instructions to support and enrich communication skills

ASSESSMENT

The specific learning outcomes created by the school for language forms the basis for assessment. Assessment of language, both formative and summative is integral to learning and teaching and fully incorporated into the programme. Evidence of assessment is recorded periodically as a basis for evaluation.

Reporting

Reporting on language will occur as follows:

- First term and second term report – Anecdotal comments
- First term (July-December) and Final Consolidated Report Card (January-May)
- At Parent Teacher Meeting
- Portfolios to show samples of work
- Students will comment on their own development during the Student-Led Conference (SLC)

The term report-language

The specific success criteria for assessment in the term report must relate to the language scope and sequence document for that grade level. All skill evaluations must be based on specific assessment records.

The language report criteria must come under the following headings:

> *a. Oral – Speaking and Listening*
> *b. Written – Reading and Writing*
> *c. Visual – Viewing and Presenting*

Learning a second language is an integral part of the IB curriculum. GIS provides the opportunity for all students to learn more than one language. Exposure to and experience with language, in all its richness and diversity, opens doors to key questions about life and learning and encourages students to develop responsible attitudes and find appropriate ways to take action, in order to make a difference in the world.

Language acquisition in DP fosters the development of all the attributes of the Learner Profile, particularly those of an open-minded, risk-taker, communicator and thinker

PATHWAY

According to the Language acquisition guide, the subject group is organized into six levels. The levels do not correspond to particular age groups or grades. When planning the language acquisition curriculum, teachers will decide the most suitable level in which to place an individual student or a group of students, as informed by the achievable exit point for the students and the language learning pathways available to the students.

The school will take into account the demands on the teacher to concentrate on the needs of all the students and to plan appropriate teaching strategies and learning experiences for all.

Please take note of the following recommendations:

- Students are grouped in no more than two consecutive levels in one class together.
- Students with no prior knowledge of the additional language they wish to study in the MYP should start at level 1.
- In most cases, students exiting from level 4 will have had the equivalent of at least four years of additional language learning.
- Students should spend time in the level 5 or 6 language acquisition classroom to develop some of the foundation skills needed in the language and literature course.
- Level 6 will not be the typical exit level for most students.

For example:

- beginner students of the language could be grouped in a level 1 and 2 class together
- intermediate students of the language could be grouped in a level 3 and 4 class together
- proficient students could be grouped in a level 5 and 6 class together.

GIS offers levels 2, 4 and 6, or levels 1, 3 and 5. This will depend on:

- whether the school has a three-, four- or five-year programme, and
- whether the students are beginners in the additional language when they start the MYP.

Teachers may find it helpful to place students in an earlier level as a transitional step before grouping them in two broader consecutive levels.

It is possible for a student to exit the programme from any level based on individual progress and achievement throughout each school year. GIS decides to choose the level that offers the student:

- an academically challenging course
- the most opportunities to achieve in the subject
- the most suitable pathways for further study.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format, register and style of language.	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

Progression

Once students are grouped in levels, teachers will need to plan and articulate the course vertically to ensure units of work will enable students to:

● realize the aims of learning the target language
● reach the objectives for the levels
● achieve the proficiency levels required by the level at the point of exit from the MYP.

The language acquisition continuums will help teachers with this planning and mapping. Teachers should also consider the vertical mapping created by the school, as well as considerations from other areas of the curriculum.

Learning experiences that have been formatively assessed using the language acquisition continuums, and performances of understanding that have been assessed in the summative using the assessment criteria rubrics (in the "Assessed curriculum" section), provide crucial evidence of students' progress and achievement.

Continuous Improvement of the Language Policy:

The process of reviewing and revising the School Language Policy is:

The School Administration appoints a Language Committee from the school community. The Language Committee reviews the School Language Policy. The policy will be reviewed at the beginning of each year. The Language Committee solicits input from the wider school community about the School Language Policy. The Language Committee reviews current literature about language learning and best practices at international schools.

- The Language Committee cross-checks the Language Policy against other school policies, such as Assessment and Special Needs, and makes the required linkages.
- The Language Committee revises the Language Policy if required.
- The Language Committee submits the revised Language Policy to the School administration for approval. If the Language Committee and the School administration feel that the Language Policy has undergone a major revision, then the new policy is submitted to the Governing Board for approval.
- The School Administration communicates the revised and approved Language Policy to the school community.

Process for the language choice and allocation of levels in the MYP:

- Parents, teachers and students will sign a consent form for the choice of the second language. No changes in the second language can be made until they complete MYP 5.
- For students with identified learning differences, in extenuating circumstances the school will work with the parents or legal guardians to discuss the possibility of learning the language.
- Middle Years students must register in two languages for the MYP certificate; GIS highly recommends that students continue to study the World language learnt during the Primary Years.
- In the event of a student having to switch to a different World Language, he or she will have a maximum time frame of 2 weeks from the time he or she begins the study of the same.
- Languages are offered at levels 1,2, 3, 4, 5 and 6.

Placement

Placement is informed by knowledge of the student's language profile. GIS provides a language portrait template that students and their families can complete when they join the MYP. This will help language teachers and all teachers to know and understand the language background, the language experience and the language needs of the student. GIS conducts a pre-assessment to

determine the level and/or the language courses the student will follow at school. The language portrait could be the first document collected and collated in a language portfolio.

The **language acquisition continuums** and the **MYP language acquisition global proficiency table** (in this section) are two useful tools for grouping students in their appropriate language courses.

Languages offered in GIS: English is the working language, access language and the language of instruction of the school. Other additional languages that are offered are:

- Hindi
- French
- Spanish

The table below unfolds the language choices:

Group 1 Language and Literature	**Is for a fluent language user:** • Studying in his or her most competent language • Normally this is the language of the environment to which the student has been exposed from an early age or for an extended period. **Students will:** • Study literary texts and demonstrate analytical skills in writing and speaking.	We offer: **English**
Group 2 Language Acquisition	**Is for a fluent language user:** • Who has a comfort level with the language but wants to improve on it further by acquiring greater fluency? **Students will:** • learn to communicate effectively in a language right from everyday exchanges to the study of literary texts • gain insights into the culture of the target language • develop mastery of language skills	We offer: **Language B** French Hindi Spanish

Roles and Responsibilities

While language is the responsibility of all teachers, there is a language committee that is responsible for the creation and adaptation of the language programme in view of current research and the implementation of the same. The Head Language committee includes administrators, coordinators, teachers and specialists across programs to provide a range of perspectives.

In the MYP

- Three hours a week for language and literature (medium of instruction).
- Two and half hours a week for language acquisition instruction
- ESL/ Mother Tongue Support as individual cases /requirements demand. One period every day until survival English is attained. This will be levelled out to thrice a week for 1 period until the student is more comfortable in using English independently. There the Student will receive 1 period a week as ESL support until the ESL teacher in conjunction with the parents are of the opinion that ESL support is not required.

In the MYP

- The school has its own vertical and horizontal plan for all language instruction.
- In addition to this, there will be an overview of specific learning outcomes in language at each grade level.
- A range of resources will be used for the attainment of goals, which will comprise literature based on a variety of cultures & world literature.
- Each MYP year will be exposed to world literature, poetry, prose (short stories & novels) and drama.
- Oral Communication (Listening & Speaking) through debates, role-plays, discussions, poetry recitals, interviews as well as oral interpretations of literature.
- Written Communication (Reading & Writing) through fiction in a variety of genres
- Novels, short stories, biographies, autobiographies, drama, screenplays, advertisements, brochures, magazine articles etc.
- Visual Communication (Viewing & Presenting) through advertisements, commercials, performance art, dramatic interpretations, video clips, leaflets, posters etc.

Methods of Instruction

In the MYP

- Methods of instruction must keep abreast of recent research in the area of language instruction (differentiated instruction, activity-based approach, whole language instruction etc.)
- Language should be approached through an inquiry-based method where possible
- Support for Meta language will be provided by textbooks which will act as resources and not the sole medium for instruction
- Transdisciplinary/interdisciplinary language and literature will be integrated wherever possible
- Language will be offered through differentiated instruction wherever possible to address support and enrichment requirements.
- English will be the language of instruction, however, to assist ESL students in inquiry, we assist them to translate using a dictionary, seeking the support of ESL teacher, buddy translators and parent volunteer
- Language development is done by all subject teachers in disciplinary areas which are incorporated while planning their unit plans.
- Reading club is started to facilitate students to enhance their reading, writing and research skills.

Assessment

The specific learning outcomes created by the school for language will form the basis for assessment. Assessment of language, both formative and summative, will be integral to learning and teaching and fully incorporated into the programme. Evidence of assessment must be recorded periodically as a basis for evaluation.

In MYP the students are assessed following the achievement criteria, for years 1, 3 and 5 published by the IB.

In the MYP

To support the mother tongue language a number of instructional methods are taken into account as follows:

- Teachers of specific subject groups to be trained in the strategies that give students access to the content of the subject groups.

- Scaffolding of learning – Differentiated Instruction to be applied in terms of content, assessment & learning styles.
- Aim to ensure that lack of competence in the language of instruction does not interrupt or hamper their cognitive & academic progress as little as possible.
- Appoint a buddy who can help them in the class.
- Parent Orientation.
- Counseling parents in helping the students maintain & develop the mother tongue.

ENGLISH AS A SECOND LANGUAGE (ESL)

The main aim of ESL support is to facilitate the complete integration of students on social and academic levels. ESL support is offered to students who are native speakers of languages other than English. Children from these backgrounds are observed by the grade teachers and ESL teachers to determine if they require ESL instruction. ESL students may require anything from survival-level spoken language instruction to advanced-level written-skills enhancement. Students will be taken out of mainstream classes, usually English or second language, and given support in all four skill areas (reading, writing, listening and speaking) and grammar instruction.

ESL classes are not more than 6 or less than 2 per week per student.

Process for the Choice and Phase of Language Acquisition for DP Certificate Requirement:

- Parents, teachers and students will sign a consent form for the choice of the second language. No changes in the second language can be made.
- For students with identified learning differences, in extenuating circumstances, the school will work with the parents or legal guardians to discuss the possibility of an exemption from the requirement to study a World Language.
- DP students must register in two languages for the DP certificate; GIS highly recommends that students continue to study the World language learnt during the Primary Years.
- In the event of a student having to switch to a different World Language, he or she will have a maximum time frame of 2 weeks from the time he or she begins the study of the same.

Placement

Placement is informed by knowledge of the student's language profile. GIS provides a language portrait template that students and their families can complete when the student joins the DP. This will help language teachers and all teachers to know and understand the language

background, the language experience and the language needs of the student. The language portrait could be the first document collected and collated in a language portfolio.

The **language acquisition continuums** and the **DP language acquisition global proficiency table** (in this section) are two useful tools for grouping students in their appropriate language courses.

In DP:

English is the working language, access language and the language of instruction of the school. Other additional Languages that are offered are –

Language Acquisition

- Hindi
- Tamil
- French
- Spanish

The table below unfolds the language choices:

Group I	Is for a fluent language user:	WE OFFER:
Language A (English- Language and Literature) Higher or Standard Level	- studying in his or her most competent language - Normally this is the language of the environment to which the student has been exposed from an early age or for an extended period. **Students will:** - study literary texts and demonstrate analytical skills in writing and speaking.	English: Language and Literature
GROUP 2 Language B Language *ab initio*	**Is for a language learner:** who has a comfort level with the language but wants to improve on it further by acquiring greater fluency? **Students will:**	**WE OFFER:** French B Hindi B Tamil B French *ab initio*

	- learn to communicate effectively in a language right from everyday exchanges to the study of literary texts - gain insights into the culture of the target language - develop mastery of language skills.	Spanish ab initio

Roles and Responsibilities

While language is the responsibility of all teachers, there is a Language Committee that is responsible for the creation and adaptation of the language programme in view of current research and the implementation of the same. The Head of the Language committee includes teachers, administrators and specialists across programs to provide a range of perspectives.

In the DP,

- 4 hours a week for Language A (medium of instruction).
- 4 hours a week for Additional Language instruction.
- The school will create its own Vertical – Horizontal Plan for all language instruction.
- In addition to this, there will be an overview of specific learning outcomes in language at each grade level.
- A range of resources will be used for the attainment of goals, which will comprise literature based on a variety of cultures & world literature.
- Each grade will be exposed to literature which will include poetry, prose (short stories and novels) and drama.
- All macro-skills will be addressed:
    - Oral Communication (Listening and Speaking) through debates, role-plays, discussions, poetry recitals, interviews as well as oral interpretations of literature.
    - Written Communication (Reading and Writing) through fiction in a variety of genres – novels, short stories, biographies, autobiographies, drama, screenplays, advertisements, brochures, magazine articles, etc.
    - Visual Communication (Viewing and Presenting) through advertisements, commercials, performance art, dramatic interpretations, video clips, leaflets, posters etc.
- Language is a part of an interdisciplinary unit.

Methods of Instruction

- Methods of instruction must keep abreast of recent research in the area of language instruction (MI, differentiated instruction, activity-based approach, whole language instruction, etc.)
- Language should be approached through an inquiry-based method wherever possible.
- Support for Meta language will be provided by textbooks which will act as resources and not the sole medium for instruction
- Transdisciplinary or interdisciplinary language and literature will be integrated wherever possible.
- Language will be offered through differentiated instruction wherever possible to address support and enrichment requirements.
- English will be the language of instruction, however, to assist ESL students in inquiry, we assist them to translate using a dictionary, seeking the support of ESL teacher, buddy translators and parent volunteers.
- Language development is done by all subject teachers in a disciplinary area which is incorporated while planning their unit plans.
- Reading club is started to facilitate students to enhance their reading, writing and research skills.
- Students who are not native English Speakers will attend ESL classes in lieu of English as they will be unable to cope with the extent of English done by native speakers. As soon as their language skills develop such that they experience success in First Language English classes, they are transferred out of ESL. However, the ESL department will still support their language development.
- Teaching strategies may include working in small groups, using different resources withdifferent levels of language complexity, as well as changing the level of questioning and tasks for individual students.
- Students may also have choices so they can follow their own interests or use a preferred learning style.
- The school also follows the IB recommendations on student placement. In addition to this, the school provides a range of specialist support including profiling, individual support, speech and language specialists, etc., which is outlined in the Learning Support Policy.
- The writing process of drafting, revising and finalizing will be modeled and explored in all languages
- All students' language needs are determined through initial and ongoing assessments throughout the year.
- Teachers differentiate for the range of students' needs in different ways.

Teaching and learning demonstrate that all teachers are responsible for the language development of students (IB Standard C3, Practice 8).

- GIS focuses on the transdisciplinary nature of language learning by recognizing and modelling the role of language in each subject as well as in the language of instruction, host country language and in other languages, and by developing an understanding of the IB objectives and pedagogical language of the programmes.
- The basic skills for all types of communication - oral, written and visual - are explicitly planned for using our scope and sequence.
- When students are acquiring a language, our teaching is informed by incorporating fourconcepts: context, culture, reflection and fluency.
- Students are encouraged to think for themselves, recognize patterns, develop theories and construct meaning as they investigate language. As students progress, teachers enable them to see language as a means of self-expression, exploration of self and others, as context-driven, having multiple meanings, and involving at all levels of discourse a personal stance, from simple communication to the core of the academic language.
- Throughout the School there is an expectation that in order to foster an enjoyment and love of reading, students will be encouraged to read at home – from packaging and emails to quality literature – and will read a wide range of genres in school to understand their features. A variety of reading strategies will be introduced to support students in the mechanics of reading and comprehending the meaning of what they read.
- Teachers also make use of guided reading and literature circles to develop students' reading skills.
- The use of literature, games, role-play and multimedia will support students' understanding of different genres as well as developing their vocabulary, sentence construction, use of tense and punctuation.
- Using the text as a model, students and teachers can begin to analyze the features of different genres before jointly and individually constructing written or presented pieces.
- During the revision process, students will be encouraged to develop their knowledge of grammatical and spelling conventions by self-correction.
- Finalizing writing may involve students sharing writing with others, keeping it for themselves or publishing it for a chosen audience.

- In order to enable students to develop accurate language use and self-correct errors, they will be introduced to different strategies to investigate words and groups of words. These include spelling strategies such as syllabification, saying the word as it looks and mnemonics, to a deeper understanding of language in context, such as collocation.
- Teachers encourage students to make connections between words in different languages.

The DP EAL specialist and the languages teamwork with the School Librarian to:

- collaborate on vocabulary and concepts across the curriculum.
- spread use of a common language.
- teach the conventions of referencing, citing and the principles of academic honesty.
- GIS is committed to promoting the idea that all teachers are teachers of language through professional development opportunities.

Use of language:

Students:

- ▪ **In class:** All communication should be conducted in English with the appropriate terminology. Diversity of language classes also offers and encourages the use of other languages than English.
- ▪ **Outside class:** The IB section of the school aims to introduce more IB related activities such as guest lectures, social activities, field trips (class-related trips or meeting up with other IB schools), IB party (e.g. for teachers and students) and students should help initiate these. English native speakers could help other students enhance their language abilities.

Teachers:

In class:

All communication should be conducted in English with the appropriate terminology. Teachers should enforce this from day one.

This includes all school related activities such as

- group work
- oral and written communication with students.
- Language classes, excluding English, accept and encourage other languages.

Outside class:

Teachers should help motivate students to participate in school-related activities e.g. assemblies, language workshops etc.

Teachers should initiate outside class activities e.g. field trips to other IB schools or subject-related field trips.

Teachers should aim at communicating with each other in English at IB related meetings.

Assessment

- The specific learning outcomes created by the school for language will form the basis for assessment. Assessment of language, both formative and summative, will be integral to learning and teaching and fully incorporated into the programme.
- **Formative Assessment**: Concepts taught are assessed monthly. It is not necessary that each task assesses every criterion. The teacher must ensure that in all the formative tasks, all criteria are assessed at least twice in a reporting period.
- **Summative assessments** are used to gather evidence about a student's learning at the end of a unit.
- Various forms of both formative and summative assessment may be used.
- Along with teacher assessment, students are often asked to peer or self-assess as well.
- Evidence of assessment must be recorded periodically as a basis for evaluation.
- The Assessment Criteria, with corresponding achievement criteria, and progression of learning is based on the objectives published by the IBO.
- **PTMs** – Parent-Teacher Meetings are held twice a year (December Or June) as well as on the fourth Saturday of every month. During this time, the teachers share the development of the student's progress with the parents and the student;
- The language Teacher and the Coordinator will approve all language report comments to ensure that they are age-appropriate, as well as appropriately worded and complete.

Special Educational Needs (SEN)

- Children with suspected SEN will be observed by the SEN Department and they will then develop a course of action in collaboration with the class teacher and parents, in the form of an Individualized Educational Plan (IEP).

- The IBO will be informed of the Special requirements of the students with SEN, and its permission will be sought in advance in order to prevent any disadvantage to these students at the time of the final IB-DP examinations.
- Students with SEN often have delayed language development and are unable to cope with two languages at a time.
- In addition, their first language is often not as fluent as it needs for them to be successful in their academics. Exposure to an additional language is only encouraged if it does not hamper the development of the primary language.

English as a Second Language (ESL)

The main aim of ESL support is to facilitate the complete integration of students on social and academic levels.

ESL support will be offered on a case-by-case basis to students who are native speakers of languages other than English. Children from these backgrounds will be observed by the grade teachers and ESL teachers to determine if they require ESL instruction.

ESL support is offered for various levels and purposes. Students will be taken out of mainstream classes, usually English or second language, and given support in all four skill areas (Reading, Writing, Listening and Speaking) as well as explicit Grammar instruction. ESL classes will not number more than 6 or less than 2 per week per student.

Math and SOI integrated teaching will also feature where possible, mainly in terms of concept and vocabulary support. Students will also receive help in projects and other assessments where required.

Students who are in level 5 or 6 will also be a part of their regular English class-work as much as possible and will be assessed by their grade-teachers as such. ESL has its own report card with pre-set standards and benchmarks.

Development and maintenance of mother tongue

The development of mother-tongue language is crucial for cognitive development and in maintaining cultural identity. It also has the potential to increase intercultural awareness and understanding, and enables students to remain in touch with and retain a positive attitude for the language, literature and culture of their home country. This allows students whose mother tongue is not the language of instruction to be well accommodated into the mainstream

curriculum. By providing support to a student's mother tongue, we take self-esteem into account.

Special Educational Needs (SEN)

- Children with suspected SEN will be observed by the SEN department and they will then develop a course of action in collaboration with the class teacher and parents, in the form of an Individualized Educational Plan (IEP). The IBO will be informed of the Special requirements of the students with SEN, and its permission will be sought in advance in order to prevent any disadvantage to these students at the time of the final IB-MYP examinations. Students with SEN often have delayed language development and are unable to cope with two languages at a time.
- In addition, their first language is often not as fluent as it needs for them to be successful in their academics. Exposure to an additional language is only encouraged if it does not hamper the development of the primary language. Students up to MYP 2 are encouraged to keep up with an additional language if they are able to cope.

Professional Development

In line with the school's commitment to professional development, there will be ongoing opportunities for teachers to attend both IBO and other workshops related to language development. Alongside this, in-house workshops will be held as well as assigned professional development reading where relevant. At GIS we believe that every teacher is a Language teacher and to promote this, all teachers will receive regular in-service training for strategies and methodologies on how to teach students who have ESL in the class. The Program Coordinator is responsible for providing material for professional development and keeping teachers up to date on current practices in language instruction.

Resources

The Language Department will keep up to date with currently available resources for language instruction and will put in their requirements for the next academic year one term in advance. A budget amount will be allocated for language resources on an on-going basis.

Parental Meeting

At Gateway International School, we recognize parental meeting is a key ingredient to success. Parents can be involved, at the teacher's discretion, in reading programmes, story reading, literacy

sessions, in helping with the language learning program etc., but must adhere to the guidelines set out by the school.

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