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## GESM Mission Statement

We are a learning community that provides our students with an excellent education in German and English, following the highest internationally accepted standards.

As part of Eurocampus in the Philippines, we offer exceptional opportunities for intercultural learning and understanding in the spirit of European educational traditions.

Our caring and nurturing environment allows students to develop their unique personalities and become independent and responsible individuals.

We prepare our students to successfully study, live and work in German-speaking and other countries across the globe.

As professional practitioners, we reflect, learn, and grow together.

### 1. Language Philosophy

The GESM language policy is shaped around a set of shared beliefs and values, as well as a set of language goals. Language plays a crucial role in supporting the school's Mission Statement. The language policy of GESM underscores our commitment to nurturing well-rounded individuals who are prepared for global citizenship. Language, in all its dimensions, is embedded in our educational philosophy, ensuring that students not only master linguistic skills but also embrace a profound appreciation for the diverse linguistic and cultural tapestry of our world. This policy is designed to guide our educational practices and align our institution with our mission of shaping responsible, self-confident, and culturally sensitive global citizens.

Central to this philosophy is the belief in the importance of fostering bilingualism and multilingualism. Within this framework, German holds a significant position. German is seen as the first choice with most benefits of any language offered, not only for its linguistic value but also for the cultural immersion it offers. Considering that GESM provides the best opportunity to learn German, students have the unique advantage of experiencing the German culture right in Manila and the Philippines. This emphasis on German aligns with the school's roots and its commitment to delivering a comprehensive German educational experience abroad.

#### ***Beliefs and Values***

GESM embraces the following core beliefs and values regarding language education:

**All our teachers are language teachers:** We acknowledge that every member of our faculty, irrespective of their specialized subject, plays a critical role in language development. Language is not confined solely to the language department but is interwoven into the fabric of our entire curriculum.

**Language as a multifaceted tool:** Language is viewed as a versatile tool that facilitates communication,

fosters logical thinking, shapes cultural identity, cultivates social skills, and instills core values within our students.

**Promotion of bilingualism and multilingualism:** GESM actively fosters an environment where bilingualism and multilingualism flourish. We firmly believe that a linguistically diverse environment empowers students as global citizens and enhances their prospects for future success.

**Personal development through language:** Language acquisition and development are recognized as pivotal elements in the holistic personal development of each student, nurturing their cognitive, social, and emotional growth.

**First language/ home language:** GESM affirms the indispensability of a robust knowledge of the home language. A strong connection to one's native language is integral to preserving linguistic and cultural identities.

## 2. The Purpose of this document

The primary aim of this document is to delineate the objectives guiding our language teaching and learning efforts and to explain the strategies employed by the school to attain and assess these goals. Given the pivotal role of language as a medium of communication integral to the educational process, the following key objectives are pursued in fostering student language development:

**Multilingual proficiency:** Our foremost objective is to empower students to effectively communicate in multiple languages. This encompasses proficiency in both their home language, the language of instruction and selected foreign languages.

**Comprehensive language skills:** We emphasize the holistic development of language abilities, encompassing receptive, productive, and interactive language skills. Students are encouraged to not only comprehend and express themselves proficiently but also to engage actively in meaningful dialogues.

**Versatile use of language:** Our goal is to equip students with the ability to employ language for multiple purposes and across diverse contexts. This includes practical communication, academic discourse, and creative expression.

**Appreciation for literature:** We aspire to cultivate students' appreciation for literature in all its forms. This entails nurturing their understanding of literary works and fostering a deep-seated appreciation for the power and beauty of language in literature.

**Cultural engagement:** Language serves as a gateway to exploring different concepts, perspectives, and worldviews. We encourage students to utilize language as a tool for exploring and understanding various cultures, thereby promoting intercultural competence and global awareness.

### 3. Language Profile of the School

**Language of instruction:** The IBDP/CP's language of instruction is English, reflecting the school's status as an international school and promoting access to global educational opportunities. For the German IB diploma (GIB), the subjects History, Biology and Mathematics AA are also offered in the response language German.

**German language program:** GESM places a significant emphasis on the German language, offering a comprehensive German curriculum. The school offers standardized tests to certify the language proficiency (DSD1 and DSD2) as well as the study of language and literature for students whose first or best language is German.

**Multilingual environment:** Our school values linguistic diversity and encourages students to maintain and develop their native languages. While English is the instructional language, students can opt to study their home language through a self-taught literature course.

**Foreign languages:** In addition to English and German, GESM provides opportunities for students to learn other foreign languages, namely German, Spanish and French. These language offerings promote cross-cultural competence and facilitate global communication.

**Language and culture integration:** Language learning is not limited to the classroom; it is integrated into our school's cultural and extracurricular activities. Students are encouraged to participate in language-related clubs, events, and international exchanges to further enhance their language skills and cultural understanding.

### 4. IBDP/CP (Diploma and Career-related Program)

#### 4.1. Admission requirements

In accordance with our commitment to diversity, the IBDP at GESM welcomes students from both the English Section and the German Section.

**International section students:** Students coming from the International Section represent a broad spectrum of nationalities and cultures. They have proven their ability to use the language of instruction successfully.

**German section students:** Students from the German Section holding a 'Mittlerer Schulabschluss' (German Intermediate School Certificate) typically enroll in the IBDP German A course. This ensures a seamless continuation of their academic journey.

**External applicants:** The International Baccalaureate Diploma Program at GESM states a good command of the language of instruction external students seeking admission. This policy outlines the requirements for prospective students from outside the school who wish to enroll in the IBDP program.

**Exceptions:** Any exceptions to the standard course enrollment and placement should be coordinated and approved in consultation with the IBDP, GIB, and DaF coordinators on a case-by-case basis.

## 4.2 Language Proficiency Requirement for the IBDP/CP

To be considered for admission into the IBDP program at GESM, students are required to demonstrate proficiency in the English language unless the language of instruction has been English.

**Academic preparedness:** A test is in place to assess the applicant's ability to engage effectively with the IBDP curriculum, which is conducted in English (or German for the GIB respectively)

**Communication skills:** Proficiency in English is essential for effective communication within the international academic community.

**Assessment compatibility:** Since IBDP examinations are conducted in English, a strong command of the language is crucial for success in assessments.

### *Exemptions*

**Native English speakers:** Students to whom the best and home language is English.

**Previous English language education:** Applicants who have completed their previous education in an English-medium school.

## 4.3 Languages offered in the IBDP/CP (as of 2023)

**Language Ab Initio:** the school offers German and French for beginners. Students without prior academic instruction, or very limited knowledge in the German language, are eligible to enroll in an Ab Initio course, in accordance with IB guidelines.

**Language B:** German and French are currently offered as language B on a higher and standard level.

**Language A:** The courses Literature or Language and literature are offered in both English and German.

Language courses	Offered for DP or CP
English A SL/ HL	X
German A SL/HL	X
English B SL/ HL	X

French B SL/HL	X
German B SL/HL	X
German ab initio	X
Spanish ab initio	X
<i>Other languages</i>	X
School-supported self-taught Literature	

#### 4.4 Career-related Diploma

One of the core aspects of the CP is Language Development. As part of this, students must write a language portfolio that will be internally assessed by a language tutor in conjunction with the CP coordinator. Through the self-assessment, the entry phase is determined as well as goals set. Because of the nature of the school, students may either opt to take one class of ab initio, a Language B or a Language A if the previous language of instruction was different to the chosen language within the CP program.

#### 4.5 GIB (Mixed Language DP, „Gemischtsprachiges IB“)

The German Mixed Language IB program (GIB) at GESM adheres to a specific language policy concerning the medium of instruction.

##### ***Language of Instruction***

In the GIB program, students have the choice to select from the following subjects to be taught in German to align with the requirements established by the Standing Conference of the Ministers of Education and Cultural Affairs (KMK).

**Language A or B HL:** As the foundational language of instruction, the German GIB program prioritizes the teaching of German Literature or German B HL

**History:** History is a mandatory subject that is conducted in German, providing students with a comprehensive historical understanding in the target language. Taking this course is mandatory for the GIB.

**Biology:** The study of Biology is also delivered in German, allowing students to explore the intricacies of this subject in German. Taking a natural science is a prerequisite for the GIB.

**Mathematics:** the course Mathematics Analysis and Approaches is offered in German to facilitate a deeper comprehension of mathematical concepts.

## 5. Requirements in the Philippines

The Department of Education of the Philippines (DepEd) mandates high school students to receive specific durations of instruction in Filipino and English each week as per Order number 37, series of 2003. However, GESM MANILA, recognized as an international institution by Presidential Decree no. 2022, has the autonomy to determine its own curriculum and instructional standards. This decree, signed by President Ferdinand E. Marcos in 1986, allows the school to maintain its educational standard and provides flexibility in Filipino teaching hours. This status supports GESM MANILA in meeting the IB Diploma program requirements while accommodating local language instructions for Filipino nationals and securing certain legal exemptions.

## 6. Language Support and EAL

The language policy at GESM emphasizes the importance of English language proficiency for students entering the Diploma Program (DP) or Career-related Program (CP). Students who wish to enroll in either the DP or CP program need to be proficient in English to follow the curriculum and to be assessed according to subject specific criteria. While English B SL/HL courses are offered, students need to come with good foundational English to access the curriculum (B2, Phase 4+). There is no formal EAL support in G11 and G12.

## 7. Ways of instruction

**Language Skills Integration:** At GESM, we firmly believe that language skills are integral to learning. We emphasize the development and utilization of language skills across all subject areas, recognizing that students must not only learn language but also learn about language and through language.

**Authentic Contexts:** Learning thrives in authentic contexts, and literature plays a pivotal role in creating these contexts. We prioritize literature to facilitate genuine language learning experiences.

**Communication Strands:** The strands of oral (speaking and listening), written, and visual communication are woven into the fabric of our entire school curriculum. Students engage with these communication modes across various subjects.

## 8. Role of Assessment

### 8.1 Assessment of student work

**Informed Decision-Making:** Summative and formative assessment serves as a foundation for informed decision-making regarding language-related matters within the school, especially placement.

**Accountability:** Examination of evidence enhances accountability, ensuring that our language policies are effective and responsive to the diverse needs of our stakeholders.

**Policy Refinement:** The insights derived from evidence analysis allow us to refine our language policies to align with evolving educational needs and best practices.

### 8.2 Self-reflection on practices

To strengthen the process of self-reflection, the language departments strive to improve all practices. This on-going process is supported by evidence.

**Student Performance Data:** Evaluating student performance data, encompassing language proficiency assessments and academic achievement records, offers valuable insights into how our language governance influences the students' learning results. All language skills are assessed according to the requirements outlined in the syllabi for each language course.

**Educator Feedback:** Insights from educators regarding language, encompassing lesson observations, anecdotal evidence, self-reflection and feedback gathered during professional development activities, provide valuable viewpoints when analyzing the effectiveness of the teaching and learning.

**Parent and Guardians:** We actively seek input from parents and guardians through meetings, and communication channels to understand their perceptions and expectations regarding language education.



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