



## **GESM Language Policy for IBDP and IBCP**

### **(Part of GESM Language Policy)**

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### **Policy review timeline**

This document, prepared by Mr Gabel the basis for pedagogical day discussions, comments, and updates on 1st Feb 2021

Mr Gabel's first draft was the basis for the 2nd Session of the Language Policy Review Committee on 17<sup>th</sup> of March 2021

Mr Gabel's last draft incorporating results of discussion from 19<sup>th</sup> March 2021 was sent to Mr Bhowmik on the 20<sup>th</sup> of March

It was revised by Mr Bhowmik until 23<sup>rd</sup> of March, submitted again to Mr Gabel until 25<sup>th</sup> of March

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# 1. Introduction: Contents and Targets

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- The Language Policy for IBDP/CP within GESM is a **part of the General GESM Language Policy**.
- The **characteristics of a German School Abroad** which follows guidelines from the ZfA are given in detail in the General GESM Language Policy to show the importance of German as a Foreign Language but also as a First or Second Language, leading to GIB courses and DSD I and II exams.
- It clarifies to all **stakeholders** and recipients, institutions like IBO, ZfA, and KMK, to parents, teachers, and students, which languages are required at GESM as languages of instruction, and which are offered as subjects of choice (target languages).
  - in line with organizational possibilities,
  - based on choices of students following the assessment of their language skills,
  - and on pedagogical consultation.
- The **prerequisites for entering IBDP or CP** are explained, for students from other schools.
- The connection is shown to the **International Secondary and the German Secondary**.
- The **placement procedure** is laid down, specifying the involvement of students, parents, and teachers in the process of consultation and decision. Placement of students in language courses is mainly organized in pedagogical conferences and consultative talks with students and parents.
- It explains the role of all teachers as **language developers**. Languages should be chosen as an option for personal and professional growth, and as a challenge to develop the student's potential in language development.
- The language policy stresses the role of resources, especially the library, and IT.
- It describes the **EAL situation and the support to students**.
- It shows which **language courses** are offered in DP and CP, including self-taught courses. It does not contain details about the individual courses, their curricula, and assessment.
- The Language Policy connects to the **Admission Policy** and refers to it at specific points. It does not describe the admission procedure in general.

The document is constantly **revised and updated** by the language policy committee under the guidance of the Head of Department and the School Management

## 2. Current language use in the IBDP and CP department of GESM

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**Working languages** in IB DP and CP in GESM are English, or German in the GIB courses.

**Teaching languages** are English and German (in GIB) and the foreign languages in the respective language courses (Spanish, French).

The language for **general internal communication**, oral or in writing in English.

**Communication with IBO** is in English.

**Internal documents** for GIB subjects, also German A and B and Ab initio, including curricula and unit planners, can be in German or bilingual.

**External presentations** to customers or the public are in English or German, or mixed/bilingual, depending on the addressed audience.

Communication in **IB DP/CP conferences** is in English. Translation into German is offered when necessary.

**Communication with management** is in English or, if possible, in German (especially as to GIB), or mixed/bilingual.

### 3. Mission Statements

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#### 3.1 The GESM Vision, Mission, and Values Statement

##### *VISON*

GESM empowers global citizens as lifelong learners committed to a sustainable future.

##### *MISSION*

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 allow 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.

##### *VALUES*

*INTEGRITY*

*RESPECT*

*COMPASSION*

*INDEPENDENCE*

*RESPONSIBILITY*

## 3.2 The 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.

## 4. Language Philosophy at GESM

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The extended version of the language philosophy is in the first chapter of the General GESM language policy.

German is seen as the first choice with the most benefits of a foreign language considering that GESM offers the best opportunity to learn German and experience the German culture in Manila and the Philippines. Special benefits are the options to study, work and live in German-speaking countries and environments, as well as other European countries.

English is the medium and language of instruction in the International Branch of GESM Manila, and the language for IB examinations of IB School Number. Also, the students of the German Branch reach the B2/C1 level of English as a Foreign Language (EFL) at the end of grade 10 before entering IBDP.

In the GIB part of IBDP, the language of instruction is German.

As IBDP, GIB is a part of a German School abroad, supervised and funded by the German government, German as a target language and as a language of instruction plays an essential role. Students with the necessary preparation are strongly encouraged to take German B SL or German B HL and prepare for the DSD I and II exams. Students entering the IBDP are strongly encouraged to enroll in the German ab Initio Programme.

As part of GIB, students must enroll in German B HL or German A SL or HL.

GESM embraces the following beliefs about learning, students, and the education they require. They are laid down in GESM's Vision and Mission, its pedagogical principles, and pedagogical profile. They also follow IBO's pedagogical philosophy and the pedagogical requirement set out by Germany in its Quality Framework. They have been accepted by teachers, management, parents, and the board in common decisions.

## **Students**

- Each student is entitled to access fair opportunities for an excellent education.
- Each student brings rich cultural and linguistic background to the school community and should have the opportunity at least to foster it in a self-taught course.
- Each student needs to develop and maintain his/her native language to successfully acquire another language. Yet, a minimum level of English is required to join DP or CP.
- Each student is a shared responsibility of the entire school community.
- Each student has a unique learning style that is addressed by varied teaching strategies and techniques.

## **Teachers**

- Since Language is central to learning, all teachers are, in practice, language teachers, also subject teachers are language sensitive teachers and language developers fostering the language skills of their pupils, in English and German (GIB) subjects.

## **Parents**

- Successful education involves effective relationships and communication between students, parents, and the school.
- Parents play an irreplaceable role in the language learning of their children by developing reading and writing skills in the first language.

## **Language Acquisition and Learning**

- Critical periods of language acquisition dictate the success of students and the methods employed for language education.
- Language is fundamental to knowledge, and therefore essential to the education process.
- In addition to listening and speaking, reading and writing are fundamental to language development.
- Acquiring and learning a language has varied purposes which should be taken into account in the learning process.

## 5. Language Profile of GESM IBDP-IBCP.

Languages offered

Language courses	Offered for DP	Offered for CP
English A SL	x	x
English A HL	x	x
English B SL	x	x
English B HL	x	x
French A SL	x	
French A HL	x	
French B SL	x	x
French B HL	x	x
German A SL	x	x
German A HL	x	x
German B SL	x	x
German B HL	x	x
German ab initio	x	x
French ab initio	-	-
Spanish ab initio	x	x
Other languages Self-taught in addition	X Language:	-

## 6. Legal Requirements in the Philippines

The Department of Education of the Philippines (DepEd), Order number 37, series of 2003 provides guidelines for students receiving instruction in the national language (Filipino) language. The order states that in high school, students should receive up to two hundred forty minutes of instruction in Filipino and three hundred minutes of instruction in English each week. Currently GESM MANILA has other teaching time devoted to Filipino Language teaching concerning this DepEd requirement. Presidential Decree no. 2022 signed on 31 January 1986 by then President Ferdinand E Marcos recognizes GESM MANILA as an international institution. It provides a clause that “to enable the school to continue to implement, execute, or improve its curricular standards and educational program, the school shall determine its curriculum, standards, and medium of instruction, teach whatever language or languages it may deem proper...to maintain the standard of education it has adopted.” (Section 2.a) Due to this provision and as an international school delivering the IB Diploma program in English, the school has some degree of flexibility in terms of the hour requirement of the teaching of Filipino. This explains the unique position of the school to be able to teach Filipino to its Filipino nationals while at the same time supporting the requirements and spirit of the IB Diploma process. The school’s status as an international school provides it with exemptions from certain legal requirements as stated earlier.



## 7. Practices Relating to Language Teaching and Learning

GESM encourages its teachers to implement the following practices:

- The teaching of both Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 1979) language.
- The development of macro-skills of listening, speaking, reading, and writing in a meaningful context.
- The Functional Approach to instilling an understanding of phonology, morphology, syntax, and semantics.
- The Genre Approach to help students acquire skills in writing and reading varied texts with varied conventions of text structure, organization, and appropriate language.
- Concurrent and content-based instruction consistent with the core curriculum of the school.
- Sheltered instruction where both the teaching of content and language are the goals of the program.
- Immersion and gradual mainstreaming allow students the opportunity to perform with peers.
- Language Across the Curriculum that advocates all subject teachers to raise their awareness of the language demands of their specific subjects.
- Collaborative instruction in which teaching ESL students is a shared responsibility of ALL teachers.
- Assessment tools that test the competency and proficiency levels in listening, speaking, reading, and writing throughout their language development.

## 8. Practices Relating to Placement of Students in Language Courses in IBDP

**Planning language courses** suitable for learners at GESM Manila depends on grades in school reports, admissions testing results, the interest of students and parents, and a proposal of the pedagogical conference led by the principle of offering challenges to develop the students' potential in language development.

**As mentioned above, German plays a special role** also in the International Branch (Primary and Secondary) and the IBDP/CP department of GESM. Therefore teachers explain the importance of German to students and the advantages and benefits of being offered German by a German school.

**English Language learners** are placed according to proficiency levels and according to their progress towards required mainstream English proficiency. Courses are offered and scheduled to meet the needs of the student population at any given time.

**Language Courses other than English and German** are offered depending on the critical mass of students requiring and wanting such courses.

Students having entered the school up to grade 9 are expected to take German as a Foreign language in IB DP unless there are other pedagogical reasons for them not to.

### **Style Guide**

GESM Manila has adopted the APA and, alternatively, the MLA style guide to provide standard formatting for student work. The style guides are distributed to each student.

### **Expectations for Language Use**

The IB Diploma programme courses demand students to critically think about the world they live in. Instruction and writing in most classes offered at GESM occur in the primary language of instruction at the school, English. Therefore, GESM Manila expects that each student at GESM should be able to critically engage the world in English.

### **Library, Media, and Resource Link to Language Instruction**

GESM Manila engages in a yearly curriculum review where academic departments review their programme from curriculum to instruction to materials and resources. For IB courses, the school reviews materials and resources according to the cycle published by IB and adds to the pool of resources.

## **9. Language Policy for IBDP and CP**

### **I. General Policies**

- A. Non-English Speakers are offered opportunities to develop their mother tongue if it is different from the language of instruction and not offered as a language course. This opportunity can be a self-taught course. This applies also to Filipino as a mother tongue.
- B. Monolingual English speakers are required to have a second language and to achieve at least basic proficiency, preferably in German, in B courses, including German ab initio.
- C. English and German (in GIB subjects) are the media of instruction, and therefore English and German use is encouraged to support proficiency.
- D. **Opportunities are given to parents** to be fully informed in both the Language Programme offered by the school and be educated about the importance of the home in language acquisition in the educational process.
- E. **Students in the German language courses (Ab Initio, A, and B SL or HL) are strongly encouraged to take part in the DSD Diploma exams** if their level of knowledge is sufficient. If insufficient, they participate internally for diagnostic purposes. Parents are informed and involved in the decision for participation or non-participation. Non-participation must be formally requested by the parents to the DaF/Coordinator and the Head of Department.

F. **Students are prepared for the DSD exams within the language courses** A and B, either SL or HL. Additional 4 lessons per semester for the information and training of the specific test format may be offered by the Coordinator of German as a Foreign Language if necessary.

G. **Students who wish to pursue French language B** in IBDP/IBCP, must have prior knowledge of the language and be approved by the French teachers at GESM before admission.

H. **Spanish is offered** as an ab initio course to IBDP/IBCP students

## II. Instructional Policies IBDP

A. All teachers are language teachers and therefore must consider and accommodate the needs of language learners in their classroom

B. Curriculum will be differentiated for English language learners (A or B courses, SL and HL) but also by differentiation as a teaching method within each course.

C. First language courses will be offered where appropriate support can be met internally or externally, i.e., independent study, in English, German, and available IB self-taught A SL Literature.

D. Each IBDP/IBCP student at GESM is supported to critically engage the world in English and German (in GIB) and show this in his/her reflections on knowledge (TOK) and his social activities (CAS).

## III. Admission Policies IBDP and CP

Please refer to the GESM Admission Policy for details

Application for Admission to language courses to IBDP and IBCP at GESM for students coming from other institutions includes the following process that helps in identifying students with additional needs in English language instruction:

A. The application process requires information on

1. Languages spoken (first, second and third)
2. English language proficiency reading, writing, listening, and speaking
3. Grades in English from prior school/s

B. MAP tests in Language, Reading, and Math are used for placement.

C. Writing samples are reviewed by the ESL Head of Department for Middle School The Admissions Committee reviews writing samples in Lower School.

D. Interviews with the Head of IB and CP, the Head of School, the GIB coordinator, and subject teachers are conducted for final placement or to determine courses to be taken.

E. ESL level placement options include: In grades 1 through 5 ESL 1, 2, and 3; Grades 6 and 7-ESL 2, 3, and 4; and Grade 8-ESL 3 and 4. Students in Grades 9-12 are expected to be fluent in English and reach B2 in German when they have had at least 600 hours of German language learning before.

Applicants are normally only accepted if their entrance test scores are above the ESL range. They are likewise only accepted if they express interest in the German character of the German European School, in particular in learning German as a Language with the opportunities offered by mastering this language.

#### IV. language requirements for IB DP and IBCP

1. Every student in IBCP has to take 2 language courses. The student has the following options:
  - a. Language A
  - b. Language B
  - c. Language B ab initio
2. One course must be English.
3. At least one course must be Language A
4. One course must be in a second language for the student.
5. The student may cover the requirements of language development with the Language B course.
6. Language B teachers evaluate whether the CP student can sit the IBDP Language B exam.

If students take German B, English shall be A.

At GESM students cannot take two Language A. A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

Students who gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individuals and societies or science subject, completed in a different language, will also receive the bilingual diploma.

## 10. Language support

### EAL

GESM accepts no student for DP nor CP without sufficient knowledge of English which must be assessed either in grade 10 or by an admission exam. The deficiencies in English of students from the German or International Branch will be supported as soon as the EAL department extends its support also to IBDP and CP. And meanwhile, all teachers as language developers will support their students in English when necessary (differentiation and language-sensitive teachers).

We are open to offering EAL in the future to IBDP and IBCP students

### Self-taught language courses

#### Native language

In the native language, if it is a teaching language or a language offered by the school, the student should take Literature, Language A SL.

If a student DP or CP has a native language different from the teaching and learning languages, he or she may take a self-taught course instead of a required second language course.

Example: An Arabian student wants to foster his knowledge of Arabian literature. He takes self-taught Arabian Literature A SL, provided it is available in IB's May session.

#### Extra language

Students of the DP programme may take an additional 3<sup>rd</sup> language as a self-taught language course, this constitutes an additional DP subject outside the normal schedule. This can be whatever course type. It will be an additional 7<sup>th</sup> subject.

Example: A student planning to study theology may take Latin ab initio as a self-taught 3<sup>rd</sup> language.

## 11. Placement Procedure as to previous schooling and language options

Students coming from 10D with French or without French,

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### On entering DP

a. All the students must take English A or B

**b. Students should be encouraged to take German A (ZfA expectations and inspections).**

c. According to their command of German they are allowed to choose B HL (as an exception with pedagogical justification, esp. in CP)

d. A student is not allowed to take German B SL, they must take HL.

(e. In case he does not take GIB, a student may take another language than German if he takes the DSD II.)

### On entering CP

a -d

### Students coming from 10 i

#### On entering DP

- i. All are required to take English A, except self-taught students (e.g., Korean, French) who will need to take English B (in G2)
- ii. Students of German who have studied only from grade 9 or 10: They may take German ab initio provided they meet the entry criteria for ab initio course as explained in this document.
- iii. With an elevated level of German: should take German B HL
- iv. With a low level of German: should take German B SL
- v. In exceptional cases with an elevated level of German: allowed to take German A
- vi. For pedagogical reasons: French or Spanish or self-taught languages instead of German if the previous teaching has not been successful for reasons not to be held against the student with a higher command of French than German: French

### On entering CP

The same options as DP.

### Students coming from other schools to DP or CP

- i. Languages as to their previous knowledge if offered by GESM, otherwise self-taught courses
- i. German ab initio is offered and encouraged
- ii. Other ab initio courses: Spanish ab initio.

## 12. Consultation and Determination Procedure for Placement

Teachers are meeting in a pedagogical conference before the placement procedure in grade 10 and discuss every student 's strengths and weaknesses, potentials, and limits. They produce a proposal of subject choices for each student.

In this discussion, grades play a limited but important role as far as assessments reflect ability and interest. Grades are taken as one indicator, especially extreme grades, for the level of a language course (HL or SL).

In cases of students coming from other schools, the conference must base their proposal on assessments, admission tests, and school reports as well as personal interviews.

The next step in grade 10 is the introduction to the courses by the subject teachers, the head of the department, and classroom visits.

The students are then asked to develop their proposals. In cases of different proposals, teachers and/or the head of the department discusses this with the student to find out about motives and reasons. The student should be convinced of the choice that offers the best possible personal growth and a challenge to his personal and intellectual capacities.

Choices only based on tactical calculations about minimizing efforts should be pedagogically discouraged.

Parents are to be involved in the consultation.

As to German, the consultation should include an analysis of previous motivation or general interest and possible support.

### **13. Role of language teachers and subject teachers in supporting language learning**

Language teachers and subject teachers(as language developers), are encouraged to promote transferable language skills to all other subjects taught in IBDP / IBCP. Subject teachers are encouraged to reinforce students´ language skills.

Examples in science:

Language teachers and subject teachers work collaboratively to develop a variety of strategies to foster writing skills in science to help students to:

- Write and structure an essay: academic essay and/or scientific essay
- Present ideas clearly, in a structured and logical manner
- Ensure that context, purpose, the audience are appropriated
- Use grammatical structures correctly
- Correct use of orthography
- Use references to avoid plagiarism, following GESM- IBDP/CP Academic Integrity policies.
- Use scientific key vocabulary – science teachers should ensure this.

Language teachers and subject teachers are encouraged to work collaboratively to develop a variety of strategies to foster reading comprehension in science to help students to:

- Find relevant information in academic and/or scientific texts
- Summarize texts/scientific texts

## **14. The Review Cycle and the Language Policy Committee Composition**

### **Review Cycle**

GESM views to review the policy every other year to remain current with the needs of the community, particularly its learners.

#### **ESL Committee Composition**

The English as a Second Language Program in the Lower School and Middle School

1. Primary, Secondary, and IBDP/CP Coordinators
2. ESL Teachers
3. Head of English Department

### DAF Committee Composition

1. Primary, Secondary, and IBDP/CP Coordinators
2. DaF Teachers
3. DaF Coordinators

### Professional Development

GESM provides relevant professional development both on and off-campus to assist our faculty in meeting our language policy objectives. GESM is committed to promoting the idea that all teachers are teachers of language through professional development opportunities.

## 15. Alignment with IB Standards

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Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).

Assessment is integral to teaching and learning at BIS. Using a range of tools and strategies, teachers can determine students' knowledge, skills, understanding, and attitudes towards language.

At the Primary School, students are regularly assessed using the expectations from the School's language scope and sequence.

Assessment in the Secondary School is in line with the requirements of the IB programmes and is comprehensively outlined in the BIS Assessment Policy. In the MYP, specific criteria are used based on each phase of acquisition as outlined by the IB for students in Language acquisition and language and literature classes.

Several components are internally and externally assessed in each language course offered at DP/CP level.

Collaborative planning and reflection recognize that all teachers are responsible for the language development of students. (IB Standard C1, Practice 8).

Since students learn about language and through language, we understand that all teachers are responsible for the language development of students in the school.

In Secondary School, collaboration takes place in whole staff or department groups, language groups, or interdisciplinary groups. During these meetings, teachers plan what will be taught, reflect on best practices and consider the language needs of individual students.

We as a school also discuss articulation, transitions, and progression between all three IB programmes and ensure that delivery of the programmes is consistent and current with developments in the IB.

External mother tongue tutors are encouraged to collaborate with their students' subject teachers to develop strategies to help students better access the curriculum.



The school utilizes the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11).

All language teachers are responsible for sourcing a range of quality texts so that students can explore different genres such as recounts, stories, explanations, or persuasive writing in different languages and at different levels. Students also have access to a variety of dictionaries to assist them including picture dictionaries and mother tongue dictionaries.

### *Community*

The **community** is considered a valuable resource to aid language learning, especially German. Students go on field trips to use the host country's language in context and gain an insight into the host country's culture. **Guest speakers** such as storytellers or representatives from different organisations are invited into school, and they may speak in English, German, or other students' mother tongue languages.

Throughout the year, students are exposed to numerous **celebrations** linked to the diverse cultures within our community to promote international mindedness and an appreciation of the host country and the culture of German-speaking countries.

The **involvement of parents** is important in our school. They can expose students to different mother tongue languages through visits to the library and classrooms and International Day.

**Presentation and communication skills** in all languages, and German, in particular, are showcased to parents and other members of the community through projects such as exhibitions, CAS and other projects, and school productions using local venues and associations.

## 16. Resources

The school library includes **English and German fiction and nonfiction** selections, as well as an expanding selection of other mother-tongue books. The librarian is a trained IB **teacher-librarian**.

The librarian supports literature and language acquisition courses.

The Coordinators (PYP, DP/CP) collaborate with the librarian and the management in ordering and cataloging books in different mother tongue languages for the library and as classroom resources. Students have access to other resources such as newspapers and magazines in a variety of languages, which help them to be aware of current affairs, to foster an interest in reading, and to develop confidence, fluency, and comprehension.

### IT

The use of IT is an integral language learning tool. Students are encouraged to use tools to support their language learning such as Google Translate or voice-activated applications.

### Other media

Lastly, games, art, music, maps, and artifacts are used to help students make connections in their language learning.

## 17. Definitions of Language Terminology

- Language A - Mother tongue instruction to include analysis and critical thinking of important texts and poetry, essay writing, and instruction.
- Language B - Language acquisition classes to include speaking, reading, writing, listening, presentation skill improvement.
- Language B ab initio - A DP/CP course offering for students new to a language (phase 1 or 2) is designed for students with no prior knowledge of the target language or very limited previous exposure, as stated in the IB guide
- Language of Instruction - The language employed by teachers and students. English is the GESM language of instruction in all classes.
- English as an Additional Language (EAL) - EAL defines our EAL Program and the students who are learning English in our language acquisition programme.
- Mother Tongue - The language a student is most comfortable using, typically the primary language used at home.
- DSD: German language diploma in two levels, level II is required as a prerequisite for university entry in Germany
- ESL: English as a second language
- DAF: German as a foreign language
- ZfA: Central Agency for German schools abroad
- KMK: Conference of the German ministers of education
- CAS: Creativity, Activity, Service
- Theory of Knowledge (TOK): A requirement for the IB diploma. TOK is the IB Diploma Programme capstone course, which asks students to reflect on the nature of knowledge. This course integrates all six subjects to teach students that all knowledge is related.
- GIB: programme with subjects taught in German, recognized in Germany as an equivalent to the German abitur and as a confirmation of language requirements for university entry in Germany

## 18. Sources of the policy

(must be completed according to format and extended by other sources of IBO )

### **IB documents**

- Guidelines for developing a school language policy
- Guidelines for school self-reflection on its LP
- Career-related Programme - From principles into practise
- Language Development Guide (PRC)
- CP Language Portfolio

### **ZFA documents**

Quality framework for German Schools Abroad

Support contract with GESM

KMK resolutions and agreements with IBO on GIB

BLI inspections

### **GESM documents**

Vision Mission Values

Pedagogical Principles

Pedagogical Profile

Admission Policy