GIS Language Policy

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1. Mission Statement

   GIS's mission is to provide authentic international education to foster an enthusiasm to explore and the security to pursue individual goals. As a growth-oriented school, we aim to cultivate highly skilled and responsible global citizens rooted in our local community.

2. Language Philosophy

   At GIS, we recognise that language proficiencies are intergral to the IB's vision of preparing students for global citizenship. Multilingualism promotes 'international understanding, reinforces cultural identity, enhances personal growth and promotes effective communication"[1] within and across cultural groups. Although English is the language of instruction, our students are also expected to become proficient in the host country language (Norwegian). All other languages are respected.

   Students are encouraged to speak English as it is the language of common understanding. This enables all members of the learning community to participate. All teachers at GIS are language teachers.

3. Categories of Language learners at GIS

Course	Language	Provision	Number of classes per week
PYP	English	Language of instruction in all subjects except Norwegian	
	Norwegian	Language of instruction in Norwegian from PYP 1	4 x 45min
MYP	English	Language of instruction in all subjects except Norwegian and German	
		Language Acquisition MYP 1-5	4 x 45 min
	Norwegian	Language of instruction for Norwegian Language & Literature MYP 1-5	4 x 45 min
	German	Language Acquisition MYP 1-5	4 x 45 min

   As a school in Norway, GIS is not allowed to administer entrance tests. Therefore, language skills are not a factor determining admissions. As a result, students may be admitted who have a very limited command of the language of instruction. Currently, the school offers limited support to such students. This needs to be emphasised to parents wishing to enrol children with limited English.

4. The GIS community language profile

   Profile of the student community at GIS, include German, Mandarin, Spanish, Russian, Danish, Polish, Hindi, Arabic, French, Czech and Swedish. A vast majority of students at GIS were born in Norway and attended Norwegian kindergarten and/or school before joinig GIS. As a result, their Norwegian is ususally more advanced than their mother tongue, which they often speak fluently but rarely read and write.

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[1] Quoted in one of two language policies. CHECK Original reference

Although English is the language of instruction, we support students in using their home language with a diverse group of peers during social situations. Students are encouraged to speak English as it is the language of common understanding, this enables all members of the learning community to participate and understand.

Mother Tongue Support

GIS is developing resources for mother tongue support include books in the languages of students whose parents speak another language besides English or Norwegian. We recognize that we need to develop library and multimedia resources about various geographies, cultures and perspectives at all levels.

5. Language learning needs in the Norwegian context

As a private school that is largely funded by the Norwegian Ministry of Education, GIS complies with many systemic standards found in Norwegian state schools.

The instructional languages at GIS are inverse of those in the Norwegian state schools to Grade 10. Norwegian mother-tongue / Norwegian first languages are considered central to Norwegian identity and experience, and English language acquisition, compulsory from grade 5, is often introduced earlier. The importance of English as a 'first foreign language' is justified from the perspective of Norway's relatively small population and geographically isolated location.

Students in Norwegian state schools learn a second compulsory language from grade 8, with German historically being the most popular option. (Schools may offer Norwegian sign language, Finnish or another European language as alternatives.) Gjøvik High School offers German in the IB Diploma Programme. Aiming to prepare students for the IBDP, GIS aligns its subject offerings with Gjøvik High School.

Thus, the languages offered at GIS match the local context well and may facilitate the movement of student enrolments.

6. Language education logistics: Whole program approaches

(a) PYP[2]
•   Authentic learning must be appropriate and relevant

•   Focus should be on how children best learn – practical, using a variety of strategies

•   Linked with and developed through the unit of inquiry

•   Reading, speaking, writing, use of media, all need to be covered and linked

•   Collaborative planning between class teachers and specialists is essential

•   All languages are valued and GIS strives to make every student proficient in two languages

•   A learning portfolio is kept to track students in the PYP

(b) MYP
•   Students must have Language acquisition and Language and literature
•   There is consistency in how Language acquisition and Language and literature is taught no matter what the language of instruction.
•   Students must be able to study at least one additional language (or a second language from the language and literature subject group) sustained across the entire year in each year of the MYP and the same additional language in each year of the MYP, or achieve a satisfactory proficiency in phase 4 in order to transfer to another language.

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[2] From Standard B1: Language policy—Example 2
https://xmltwo.ibo.org/publications/MYP/m_0_mypxx_guu_1609_1/samples/english/b1/Language%20policy_2_e.pdf

- All students attend the Language and literature Norwegian course. Students who are not proficient in Norwegian are withdrawn from one class a week to attend a Norwegian as an Additional Language (NAL) course.

7. Language education logistics: Management of individual students

GIS aims to provide information for teachers to help drive their instruction to ensure that all children become independent readers and writers. We are developing a system so that oral language, comprehension, writing, and reading are assessed on a regular schedule with results used to inform instruction.

A list of reading resources is included in Appendix A.

Language Assessment

(a) PYP

One goal is to identify EAL students and their individual language data (English proficiency levels, home languages, etc.) early in the school year, and make sure that the data is accessible to all teachers.

Additional assessments may be given on an individual basis, for students that do not show academic progress, and we aim to develop support systems such as speech and language screening, programme modifications and reading recovery strategies.

(b) MYP

MYP students are assessed using the appropriate criteria in Language and Literature (Norwegian) and Language Acquisition (English and German).

The developmental phases do not reflect progressions organized by age or year of the MYP. Beccause of the context of GIS, only one or two developmental stages are offered within each class. The overall expectation defined in the *Language acquisition guide* (2014)[3] is a generic statement that encapsulates the expected learning in a broad, holistic sense. The three areas of communication (oral, visual and written) are represented by four continuums.

Listening and speaking
Viewing and interpreting
Reading comprehension
Writing

8. What are the roles/ responsibilities at GIS regarding implementation/evaluation of this policy & language as a whole?

- English Language (Language of Instruction)
  o Teachers and Support Staff

- English as an Additional Language
  o Teacher

- Norwegian (Host Country) Language
      Teacher (Language and Literature)

- Additional Languages (ie German)
  o Teacher

9. References to Other Documents

This Language Policy should be read in conjunction with:

    a. GIS Assessment Policy
    b. GIS Academic Honesty Policy

10. Policy Review

The GIS Language Policy will be reviewed every three years in June with input from all faculty.

11. Implementation and Evaluation

Implemented and evaluated by all GIS teachers and staff

12. References

Norwegian Ministry of Education & Research: Country report (2004)
https://www.coe.int/t/dg4/linguistic/Source/Country_Report_Norway_EN.pdf

Standard B1: Language policy—Example 1.
https://xmltwo.ibo.org/publications/MYP/m_0_mypxx_guu_1609_1/samples/english/b1/Language%20policy_1_e.pdf

Standard B1: Language policy—Example 2
https://xmltwo.ibo.org/publications/MYP/m_0_mypxx_guu_1609_1/samples/english/b1/Language%20policy_2_e.pdf

Making the PYP Happen- IBO

MYP From Principles into practice (2014) "School structures" and "implementation policies"

Guidelines for school self-reflection on its language policy (2012)

Language and learning in the IB programmes (2012) "Guidelines for developing a school language policy"

Learning in a language other than mother tongue in IB programmes (2008)

Learning stories A learning story about how a school language policy supports multilingualism in a culturally diverse community.

Developing academic literacy in IB programmes.

13. Appendices

Appendix A: Language resources available at GIS
Appendix B: Mother tongue support
Appendic C: EAL support

APPENDIX A: Language resources available at GIS. (being added to)

https://global.oup.com/education/content/primary/series/oxford-reading-tree/?region=international

https://www.raz-plus.com/auth/go.php?site=raz

https://www.readinga-z.com/helpful-tools/about-running-records/

http://scholastic.ca/education/movingupwithliteracyplace/pdfs/grade4/runningrecords.pdf

http://lesekroken.no

http://norskstart.cappelendamm.no

https://kaleido1-4.cappelendamm.no

https://gan.aschehoug.no/nettbutikk/bokbussen-gan.html?verk=2356

Gr. 1-3 Oxford Reading Tree: Reading Record (template on server) Includes comprehension as well as assessment.

Fountas and Pinnell Phonics

Jolly Phonics

Lucy Calkins Writing Workshop Tools

Running Records – various templates from Oxford and RAZ

APPENDIX B: Mother tongue support

GIS community is a diverse group of families representing a wide variety of cultures with their beliefs, customs and traditions, and languages. We recognize the central role of language in constructing one's identity as well as academic, social and emotional development of every child. We are committed to supporting families in their efforts to maintain their mother tongues.

Mother tongue and self-esteem

Research shows that children who have a strong foundation in their home language are more successful at school than monolinguals and enjoy a greater feeling of self-worth and identity (UNESCO).

Mother tongue and the language of instruction

The language of instruction at GIS is English. For a vast majority of our students, English is a second or third language. Research shows that the development of a child's mother tongue is directly linked to the development of additional languages. The mastery of skills in the mother tongue is a strong foundation for the development of these skills in another language. Conversely, if a student fails to reach a certain level of mastery of their mother tongue, they will struggle learning other languages. Therefore, at GIS, we see mother tongues as a springboard for an effective acquisition of the English language, which is crucial to academic success.

Mother tongue and family

Parents speaking their mother tongue with their children strengthens the bonds with the children and allows parents to pass on their values and beliefs. A comparable level of intimacy is hard to achieve in a second or third language.

Mother tongue and relocation to home country

Some families may choose to return to their home country in the future. Strong mother tongue skills will definitely help the child in further studies, including university, or securing a job.

Benefits of being multilingual (according to research by Tracey Tokuhama-Espinosa)

- Multilinguals deal with levels of abstraction earlier than monolinguals.
- Multilinguals have more flexible minds.
- Multilinguals learn how to inhibit previously learned skills sets to be able to learn in new ways.
- Multilinguals use more of their brains than monolinguals.
- Multilinguals are more creative than monolinguals in thirty out of thirty-three studies.
- Multilinguals have transferable cognitive benefits.
- Multilinguals are superior at cultural integration.
- Multilinguals have enhanced intellectual empathy.

At GIS, we help parents strengthen their children's mother tongue by

- Educating parents about the importance of mother tongue/sharing with parents the benefits of maintaining one's mother tongue through the school's website, school newsletter and information events.
- Helping families make initial contact with families from their home country or who share the same mother tongue.
- Encouraging community members to offer after school clubs with a focus on maintaining and developing mother tongues.
- Providing access to a growing range of resources to support mother tongues.
- Encouraging community members to donate resources in languages other than those taught at school (English, Norwegian and German).
- Encouraging families to speak and read in their mother tongues at home.

- Holding school events that showcase the variety of mother tongues represented in the school community.
- Encouraging parents to find materials in the home language that are related to what the child is learning at school in the units of inquiry. (Talk with your child about the concepts and vocabulary they are learning at school. You will often be able to have a deeper discussion of the issue than your child is able to sustain in English at school.)
- Encouraging parents to organize playdates, language lessons and vacation trips that will allow the child to practice their mother tongue.

Free online resources to support mother tongue

Story Online: English
World Stories: various languages
International Digital Childrens Library: various languages
Online Public Library: various languages
Mamemi Audio Stories: Many audio stories available in a range of languages

Bibliography

O'Connell, Julie. "Supporting Children's Mother Tongue in Our Schools" Dec. 2012.

Ball, Jessica. "Mother Tongue-Based Bilingual or Multilingual Education in the Early Years." UNESCO, 2011.

Tokuhama Espinosa, Tracey. "English as a Third Language for Lower Income Children in Holland." Universidad San Francisco De Quito, 20 June 2013.

APPENDIX C: EAL support

Who is an EAL student? (English as an Additional Language)

It is a child for whom English is an additional language to their first language. They may be capable of speaking and also writing in English. He or she might have learnt English as a second language but had the majority of literacy instruction in another language.

Considerations

- Likely to have strong literacy background in first language (L1) and this knowledge transfers to L2 literacy.
- Usually have explicit grammar knowledge through learning English as a second language in formal classroom settings.
- May never have had to speak English, as importance was not placed on this.

Recommended methods to support EAL strategies

Students needing EAL support usually receive

1. IN CLASS SUPPORT
Students stay in a class while being provided EAL support by either EAL teacher or EAL assistant. Pupils participate normally in class with the individual guidance.

2. OUT-OF-CLASS SUPPORT
If students need to develop specific areas (Phonics,Reading), they can be extracted from the class. Jolly Phonics and Jolly Grammar are recommended.

PYP classrooms should be 'communication-friendly spaces'.

(a) Lower PYP Teachers incorporate EAL strategies into their everyday teaching. They should use:
- Singing (nursery rhymes, unscramble a song)
- Visuals (pictures, photographs, flashcards, real objects, videos etc.)
- Drama and Role play (Guess the Action, Truth or Lies, Simon says etc.)
- Group work (oral storytelling, quizzes, hangman, posters etc.)
- Playing Games and Competitions (Go Fish, Find the Pair, Bingo, Rory's Story Cubes)
- Discussing wordless books (Zoom, Tuesday, Flotsam etc.)
- Repetition and the use of language patterns/drills (tongue twisters, nursery rhymes, poems)

(b) Upper PYP/MYP. EAL activities teachers should incorporate into their teaching:
- Visuals (pictures, posters, realia, videos, slide presentations, handouts etc.)
- Graphic organisers (mind maps, tables, venn diagrams, story maps, timelines etc.)
- Pair or group discussions (Information Exchange, Following Directions etc.)
- Work together on shared tasks, e.g. matching, sorting, ranking
- Games, e.g. Bingo, Scrabble, How Many Words Can You Make?
- Drama and role play (Describe an Object without Naming It, Drawing Instructions, Teach the class)
- Information exchange activities e.g. barrier games (complete map, drawing, table orgraph etc.) and jigsaw activities
- Drills
- Use of key phrases and structures

<u>Tips for Becoming an Effective EAL Teacher</u>

1. Communicate clearly and consistently

Focus on teaching your students
(c)   "Survival English" at the start (e.g "Thank you," "Where is the restroom?" and "How much is that?")
(d)   Classroom Language: nouns related to classrooms, verbs built around school activity, simple teacher instructions

2. Buddy Up

Pair the students up with another child who will be a good role model. The buddy can help them by showing them around the school, learning routines etc.

3. Pre-teach

Pre-teach students new vocabulary/key words. This will give a child confidence and make them more comfortable

4. Use as many Visual Clues as possible

5. Use Games/Graphic Organisers

6. Use Dual Language Resources

7. Assess regularly to inform student learning

8. Differentiate by outcome/support/questioning

9. Use Realia

10. Involve Parents

Try to engage parents by sending visual word mats, key words, bilingual dictionaries or share pictures of their children with them

<u>Useful websites for teaching EAL</u>

(a)   PYP:
https://www.twinkl.co.uk/resources/english-as-an-additional-language-eal
http://learnenglishkids.britishcouncil.org
http://www.onestopenglish.com
https://busyteacher.org
https://www.bbc.co.uk/education/highlights/sections/primary
https://www.bbc.com/education/levels/z3g4d2p
http://www.film-english.com
Online magazines: http://www.elimagazines.com/www/en/english.html#kid

(b)   MYP:
https://breakingnewsenglish.com
https://learnenglishteens.britishcouncil.org
http://www.film-english.com
http://www.globalonenessproject.org
http://www.onestopenglish.com
https://www.newsinlevels.com
https://www.englishgrammar.org
https://busyteacher.org
http://www.roadtogrammar.com
https://www.bbc.co.uk/education/highlights/sections/secondary
https://www.bbc.com/education
Online magazines: http://www.elimagazines.com/www/en/english.html#kid