



MISY | Mandalay

Myanmar International School Yangon (Mandalay Campus)

Myanmar International School of Yangon (Mandalay Campus)

Language Policy

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Introduction

Language is the primary basis of communication, as well as an instrument of thought and a tool for learning. Language plays a major role in cultural identity and individual expression. As well as being a defining feature of culture, language is essential for forming interpersonal relationships, understanding social situations, extending experience, reflecting on thought and action and contributing to a society.

MISY is a diverse community with various mother tongues and this cultural and linguistic diversity is an invaluable resource as we aim to develop global citizenship, which is an unattainable goal without deep understanding and appreciation of various cultural backgrounds.

Language learning

The purpose of language learning is to facilitate effective communication, the acquisition of academic content and the development of thinking skills.

One of the key MISY qualities is “Communicators”. Being able to communicate effectively is a skill reliant on language proficiency. Another key MISY quality is “Knowledgeable”. The ability to access an international curriculum and wider knowledge requires the effective use of language.

MISY’s mission is “To instil within students the knowledge, skills and qualities they need to grow as successful individuals and make positive contributions to Myanmar and the wider world.” Languages - Myanmar, English and other mother tongues of our families - are essential tools for these contributions to be successful.

Language and Curriculum

As MISY follows the English National Curriculum from EYFS to Key Stage 3 and Cambridge international curriculum in Key Stage 4 and 5: the main language of teaching and assessment is English. English is taught as a subject in all year levels.

All teachers in the primary section follow the English National Curriculum expectations and use Jolly Phonics to support the delivery of phonics lessons from Reception to Year 2. Phonics is taught specifically each day but may also be included during English lessons in accordance with the National Curriculum requirements for each year.

At Key Stage 2 (KS2), students move towards using their phonic knowledge to help them to understand spelling rules and patterns. Students use their growing understanding of the morphology and etymology of words to support their spelling. Teachers support student’s understanding of how to use and apply known spelling patterns and develop strategies to tackle more challenging words. Spelling skills are taught each week and also embedded in English lessons, so that strategies and rules can be taught in the context of writing.

At KS3 the students continue to pursue the aims of the [English National Curriculum](#):

- To read easily, fluently and with good understanding
- To develop the habit of reading widely and often, for both pleasure and information

- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- To appreciate our rich and varied literary heritage
- To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- To use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- To ensure that all are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Both English as Second Language and First Language English courses are available in the IGCSE stage. Many students develop exceptional levels of English proficiency after having been with MISY for a few years. MISY follows Cambridge syllabi for both English as Second Language and First Language English courses.

Most of our students at MISY Mandalay are learning English as an additional language. We recognise that language instruction is the responsibility of all teaching staff and to that end teachers are delivering subject content with English language support strategies in mind. This is evident in their planning and teaching.

English becomes contextualised, purposeful and relevant as we focus on helping our students to become better communicators within each curricular area as well as the wider context of the school and outside world. English language teachers, however, have a special role because of their focus on language, its forms and functions. They help students develop and apply strategies for comprehending, composing and responding in a variety of situations.

Teachers participate in training on delivering differentiated teaching and fostering the mastery of both subject specific and general English language.

English Language Support

New and continuing students are assessed at the beginning of the school year (or at their time of entry) with the WIDA test (reading, writing, listening and speaking) to determine whether they will need additional English language support beyond the standard scheme of work provided in regular courses. For those who are identified as needing additional support, MISY uses the following two models of supplementary teaching:

Immersion, planning and co-teaching model

The EAL teachers collaborate with classroom and subject teachers to provide support for learners who need extra assistance or scaffolded instruction in order to master the relevant features of the English language or to access the content of the various subjects. Strategies include vocabulary building, reading and comprehension lessons, grammar support in writing and other linguistic support, including speaking and listening, as needed.

Pull-out Model

The main aim of the pull-out session is to help students attain English proficiency that would allow them to access the curriculum and at the same time provide a foundation of English language skills. Primary classroom teachers and subject teachers refer some students who will need extra support

in English and/or subject classes. These students are pulled out of Myanmar or Mandarin lessons and other lessons, as needed, to receive intensive English language support in a small group setting. In these sessions, students are given more opportunities to practise the four skills of listening, speaking, reading and writing. The lessons are based on the needs identified by the EAL teacher during in-class support. Once the student has developed a foundation of knowledge in English and has shown to have a mid to high intermediate level of proficiency, they can return to the standard full-time schedule of courses.

Mother Tongues

All mother tongues of MISY families are valued and encouraged. Myanmar language, being the language of the country as well as the most widely spoken at home, is taught as a subject from Year 1 to 11.

Mandarin Chinese is a home language of many MISY Mandalay families and is available as a subject from Year 1 to Year 9, as well as at IGCSE stage. We encourage parents to play a vital role in the development of their children's first language.

All communication between school and parents is translated into Myanmar and sent out in both Myanmar and English. In all parental meetings, the provision is made to have a running translation into Myanmar language.

Linked policies:

Curriculum policy,

EAL policy