

ELCHK LUTHERAN ACADEMY

Primary Years Programme (PYP) Language Policy

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1. Who We Are

The language steering committee 2020/2021 consists of representatives of stakeholders in the school community, including senior management leaders, PYP teachers, educational assistants, EAL coordinator, and librarian. We are planning to extend our invitation to the parents and students in the coming academic Year 2021/2022.

In 2020/2021, the language steering committee meets once a month to review the effectiveness of this policy through data gathered from a variety of sources. This Year, the group has discussed our current language profile and philosophy, review roles and responsibilities as well as the practices related to language learning and teaching. Moving forward, the language steering committee will meet once per semester in the coming academic Year (2021/2022) to review the effectiveness of this policy through data gathered from a variety of sources. Further meetings will be called if a need arises.

The most effective way to communicate this policy to all school community members is through our practice and decision making. However the language steering committee may from time to time communicate with our school community through a range of media. This includes newsletters, curriculum meetings and the school website. We also use surveys to establish views from the community. All of these help us to reflect on our language policy in school.

2. Philosophy of Language (PYP)

Language is at the heart of all that we do at Lutheran Academy - it is a vehicle for inquiry and is the most significant connecting element across the school's curriculum. Language enables students to participate fully in academic programmes and social life in and beyond the classroom. Being proficient in language allows students to express identity, appreciate culture, develop international mindedness, become literate and effective inquirers and communicators.

We believe that teachers play a significant role in developing a student's language repertoire. Language learning is transdisciplinary and learning experiences are authentic, hands-on and meaningful. We respect linguistic diversity; therefore, in order to ensure that all students are able to access the curriculum, we provide an environment inclusive of their needs by embracing inclusive practices that allow each student to reach his or her full potential.

To maintain our student's cultural identity and to assist in their learning of a second language, it is crucial to support and respect the use of their home language. We hope to increase the student's multicultural awareness leading to an internationally - minded community who welcome and are enriched by diversity.

As the school makes welcome students with a variety of linguistic backgrounds, it is vitally important that its language policy is flexible, thereby allowing the school to incorporate the needs of different learning styles and needs of students, while at the same time introducing the pedagogical and educational methods and strategies implemented at Lutheran academy. This offers the individual the opportunity, not only to acquire facility and fluency in the English and Chinese language, whilst providing recognition of home language, but is also in-keeping with the school's multicultural awareness and recognition of internationalism.

3. PYP Standard and Practices: We are committed to...

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines (0301-04-0100)

Culture 4.2: the school describes in its language policy the way that the school recognises multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

4. Home language

Home language is a language that is the most commonly spoken by the members of a family for everyday interactions at home. It is also a language learned in childhood in the home environment, also referred to as mother tongue, first language, or native language. Language is intrinsically linked to culture and we value our children's languages to affirm their cultural identities. Through the Programme of Inquiry, children are given opportunities to share their own cultures and language and to

become internationally minded, appreciating and actively seeking to learn about others.

The development of home language is central to the whole development of all cognitive skills in children. In general, students with good home language skills develop good general language skills, and thus, good skills in English. As language is part of ones' identity, the recognition of home language and the culture associated with it increases a child's self-esteem and general sense of well being.

At Lutheran Academy, the majority of students' home language is Chinese followed by English.

How do we support home language at school?

- **Explaining Thinking in home language:** Students are encouraged to record their thinking in their home language.
- **Dual Language mind mapping:** While mind mapping, students can choose what to represent in their home language and what to express in English.
- **Dual language questions:** When brainstorming initial questions, students can write these in both English and their home language. They can begin formulating questions in their home language or work across languages as they are developing them.
- **Home language buddies:** Where possible, teachers allow students of the same home language opportunities to engage in purposeful discussion or activities. While we may not have the ability to assess the content of their conversation while they speak, more important is that students can describe meaningful "Takeaways" that resulted from their discussion. Asking partnerships to share their thinking with the whole class ensures that Home language buddies transfer important ideas into the language of instruction.
- **CCA programme at school:** Some of our CCA activities are taught in different languages.
- Community connections :
- **Books in their home languages:** Our library has books, magazines in different languages.
- **Multicultural events:** Bookworm week activities

5. Additional languages

The acquisition of more than one language enriches personal growth and helps

facilitate international mindedness. Pu Tong Hua is offered at our school in addition to the language of instruction. Students from Year 1 to Year 6 participate in daily Chinese & Culture (CC) lessons.

Students learn in the medium of English for all lessons. Chinese is taught as an additional language to all students daily. The medium for this instruction is Putonghua. Cantonese is used for CC drama lessons.

6. School language profile (PYP)

We acknowledge that students at the school have diverse linguistic profiles with varying degrees of proficiency in 3 or more languages. Though other languages are used, most students operate within English, Cantonese and Mandarin.

While the breakdown of first languages is constantly changing, the profile of the school is commonly based on the following

Students	Chinese		English		Others		Total
	No of students	%	No of students	%	No of students	%	
2021/2022	530	90	35	6	25	4	590
2020/2021	515	90	38	7	21	3	574
2019/2020	503	93	21	4	18	3	542

Other languages in PYP Students	2019/2020	2020/2021	2021/2022
Filipino	1	1	1
Hindi	5	9	15
Japanese	4	3	1
Korean	3	3	3
Nepalese	3	2	2
Pakistani	1	1	1
Sinhalese	1	1	1
Spanish		1	1

7. Roles and responsibilities

The role of school

To support the development of both home language and additional languages, the following measures will be implemented by the school:

- Students' language profiles will be surveyed and recorded prior to being admitted into the IB course.
- Admissions onto the IB course will depend on the school's ability to accommodate the home language needs of students
- As the majority of students and parents speak Chinese or English as their home language, all communications from the school related to IB and school will be provided in both languages.
- Professional development for teachers will be provided through internal and external workshops as well as teacher observations
- The importance of language learning will be reflected and demonstrated across the planning and delivery of the IB course curriculum.
- The library will include a range of literature and other publications in English, Chinese, French, etc. Teachers, students and parents will be able to get access to the collection in other languages. We can build up our physical collection through book drives.
- Students will be encouraged to develop their home language through CCA, after school enrichment activities.
- Advices or suggestions will be provided to parents and students in relation to supporting and developing home languages at home.
- The library will coordinate with the LAPT to recruit parent volunteers for storytelling activities during the recess time.

The role of English as an Additional Language (EAL) Department

- Promote a whole-school awareness of EAL students' needs.
- Support students in taking responsibility for their own language learning.
- Support teachers when developing a curriculum that takes into account EAL learners. For example: implementing the Universal Design Learning (UDL) framework in the classroom.
- Provide teachers and students with strategies that will support them in their teaching and learning. For example: create a bilingual home-school vocabulary booklet

The role of teachers

- Demonstrate consideration of students' language needs in curriculum planning, delivery and assessment
- Provide students with subject specific vocabulary and language structures and model their use
- Create multilingual word walls
- Encourage students to use [translanguaging strategies](#)
- Provide students with language guidance and feedback during lessons and through formative feedback / feedforward
- Set clear expectations for language use during lessons by ensuring that communications occur in the language of the subject
- Provide parents with guidance in supporting students' language development at home
- Register for appropriate professional development workshops or training in teaching language across the curriculum.

The role of students

- Participate and come up with the description of the role of students in language agreements.
- Identify similarities and differences between their languages
- Identify and set language goals in different languages
- Applying translanguaging strategies, such as: research using multilingual reading materials, translating key words into their home language, and discussing ideas in their home language.

The role of parents

- Encourage students to read for at least 20 minutes at home in both their home language and additional language(s) every day.
- Encourage students to read a variety of texts that expose them to local, national and international contexts.
- Seek advice where necessary from the school / teachers about how to support students' language development.

8. Current practices related to language teaching and learning in PYP

Chinese and English are the languages of instruction at ELCHK Lutheran Academy with the expectations that students work and participate in both languages. They are also the two official languages of Hong Kong. English is the main medium of instruction. Chinese & Culture (CC) is taught in Putonghua and Chinese drama in Cantonese.

We implement both IB PYP Language scope and sequence, in conjunction with the EDB Hong Kong Language curriculum to support our English and Chinese Language programmes.

The PYP has three strands: oral language, visual language and written language -- that are learned across and throughout the curriculum in English and Chinese, with each strand being an integral component of language learning.

Each strand has been considered from both the receptive aspect - receiving and constructing meaning, and expressive aspect - creating and sharing meaning. While the receptive and expressive aspects are clearly reciprocal, the processes involved in receiving and constructing meaning are different from those involved in creating and sharing meaning.

Where possible, language is integrated into our Unit of Inquiry, but it is also taught as 'stand-alone'. Purposeful inquiry is at the core of all our language teaching. Students analyse language through authentic literature, they read for meaning and develop independence in the writing process.

We use the Cars & Stars Reading programme, class readers and a range of differentiated texts to support reading in English. Groupings are flexible, accounted for different needs to be addressed. For writing activities, we encourage a range of approaches and use a variety of sources as a framework from which to structure inquiries into the purposes of writing and associated skills, comprehension and grammar.

For Year 1 and Year 2, we use Get Reading Right as a resource for the introduction of phonics and pre-reading skills. A multi-sensory approach is used and phonics instruction is differentiated according to the children's needs. Phonics instruction is applied to authentic reading situations.

Resources for English Language Learning	Y1	Y2	Y3	Y4	Y5	Y6
Spelling Frame	v	v				

Get Reading Right	v	v				
Phonics Hero	v	v				
Cars and Stars	v	v	v	v	v	v
Reading A-Z / Raz-Kids	v	v	v	v	v	v
Epic!	v	v	v	v	v	v
Class readers					v	v
Daily 6 Trait of Writing			v	v	v	v

We use the extensive reading award scheme, class readers, chapter books and a range of differentiated texts to support reading in Chinese.

For lower primary, we encourage students to read picture books and chapter books

For upper primary, we encourage students to read Classic Chinese literature books. Moreover, we provide online reading platforms for students. For mainstream students, we use the I-learner online reading platform and for non-Chinese speaking students, we use the Level Chinese online reading platform.

We also use a range of approaches and a variety of sources to structure inquiries into the Chinese language skills. We use school-based Pinyin material as a resource for the introduction of phonics. And we use school-based Reading Diary, Words Bank and 「喜閱寫意」 Read & Write Programme to enhance writing.

Resources for Chinese language (mainstream)	Y1	Y2	Y3	Y4	Y5	Y6
Textbooks by local publishers	v	v	v	v	v	v
I-learner online reading platform	v	v	v	v	v	v
Level Chinese reading platform	v	v	v	v	v	v
Chinese picture story books	v	v	v			
Chinese chapter books				v	v	v

Class extensive reading books	v	v	v	v	v	v
「喜閱寫意」 Read & Write programme	v	v	v	v	v	v

9. **Links to Other policies and documents**

- This policy is closely aligned to our Mission and Vision.
- This policy is linked to our Assessment policy which recognises individual language needs of our students and reflects the philosophy above.
- We have extensive planning documents for both Chinese and English that detail the curriculum structure, good practice, assessment and resources. Language needs are considered when purchasing resources for classrooms, language support, the library and other media sources.
- We use British spelling and traditional Chinese characters in our documents and children's work.
- We meet the requirements of the Hong Kong Education Bureau and our curriculum is inspected to ensure we comply with the local expectations.

10. Key Documents:

IBO, 2019: Student language portraits

IBO, 2019: How multilingual is my school -- A self-audit tool

IBO, 2018: Student language agreements

IBO, 2018. Translanguaging

IBO, 2018: Principles into Practice

IBO, 2018: Language Scope and Sequence

IBO, 2012: Language and Learning in IB programmes

IBO, 2012: Guidelines for school self-reflection on its language policy

IBO, 2008: Learning a language other than mother tongue in IB programmes