

Whole School Language Policy

2019 Version

Purpose of our Language Policy

Our Language Policy has been written to inform teachers and parents of our beliefs around language learning. It also outlines the procedures for how our curriculums are delivered to the students and how all learners with unique, diverse abilities are catered for.

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Policy Review

This document will be reviewed on a bi-yearly basis. The next review will be during the 2018/2019.

1. Introduction: Philosophy of Language

At Lutheran Academy we want our students to have an enjoyment for and an appreciation of language. We believe language provides 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. Language is fundamental to learning and involves the process of learning a language, learning about language and learning through language. Being proficient in language allows students to become lifelong learners.

All teachers are considered language teachers. Through the curriculum we ensure language learning is transdisciplinary and learning experiences are authentic and meaningful. We respect each student as individuals therefore we provide an environment inclusive of their needs. We value a constructivist approach to teaching by activating and building upon students' prior knowledge.

We appreciate and promote multilingualism. To maintain our student's cultural identity and to assist in their learning of a second language, it is crucial to support and value the development of their mother tongue. We hope to increase their intercultural awareness leading to an internationally minded community.

1.1 Roles and Responsibilities

The Deputy Principal takes the lead in the coordination of the language policy throughout the three schools. The Heads of School, Assistant Heads of School and Program Coordinators are involved in writing and editing the language policy for their section, as well as ensuring the implementation of the most current version for that particular school year.

The feedback of teachers is highly valued. Hence, the language policy is communicated with them before it is finalized. After obtaining their feedback and making any changes (if needed), then the language policy is communicated with students and parents. Once finalized, all teachers are responsible to ensure that the language policy is implemented across all areas of instruction and throughout the campus.

2. Commitment

2.1 PYP Practices We Are Committed To...

As an authorised school for the Primary Years Programme, we are committed to the following Standards and Practices:

- a) A7 The school places importance on language learning, including mother tongue, host country language and other languages
- b) C3, 7 Teaching and learning addresses the diversity of student language needs, including those for student learning a language(s) other than their mother tongue
- c) C3, 8 Teaching and learning demonstrates that all teachers are responsible

for language development of students

- d) C4, 1 Assessment at the school aligns with the requirements of the programme(s)
- e) C1, 8 Collaborative planning and reflection recognizes that all teachers are responsible for language development of students
- f) B2, 11 The school utilizes the resources and expertise of the community to enhance learning within the programmes

2.2 MYP/DP Practices We Are Committed To:

As a DP authorized school, and as a candidate school for the Middle Years Programme, we are committed to the following Standards and Practices:

- a) Standard A: Philosophy
 - The school places importance on language learning, including mother tongue, host-country and other languages.
- b) Standard B1: Leadership and structure.
 - The school develops and implements policies and procedures that support the programme(s).
 - The school has developed and implements a language policy that is consistent with IB expectations.
- c) Standard C1: Collaborative planning
 - Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
- d) Standard C2: Written curriculum
 - The written curriculum integrates the policies developed by the school to support the programme(s).
- e) Standard C3: Teaching and learning
 - Teaching and learning demonstrates that all teachers are responsible for language development of students.

3. Mother Tongue Language

Mother tongue can be defined as the language learned first; the language identified with as a 'native' speaker; the language known best; the language used most. (*Learning in a language other than mother tongue in IB programmes*) At Lutheran Academy we acknowledge that the development of mother tongue language is crucial for both cognitive development and maintaining cultural identity.

3.1 Provisions

Provisions are made to support students whose mother tongue is other than English. This occurs frequently as the majority of students at Lutheran Academy speak **Cantonese as their mother tongue**. If a teacher is teaching a class whether there are students whose mother tongue is not English, then he/she will allow the translation of content into the mother tongue language during parts of, but not the

entire, lesson, to ensure understanding. Where there is more than one student in a classroom with the same mother tongue that is not English, students are supported in discussing concepts/ideas together, before connecting their understanding in English. Teachers are also encouraged to share vocabulary lists and information around learning with parents so that translation from mother tongue to English can occur.

In addition, the library provides a range of resources available in the mother tongue languages of our students.

4. Additional Languages

The acquisition of more than one language enriches personal growth and helps facilitate international mindedness (one of the core values of our school). Chinese (Mandarin) is offered at our school in addition to the language of instruction. In Primary, students from year 1 to year 6 participate in daily Chinese (Mandarin & Cantonese) lessons. In the Middle and Senior Schools, students study two languages (Chinese & English) as Language & Literature subject or Language Acquisition subject. Secondary students may be taught Japanese or French as part of the local curriculum, and not part of the MYP.

Learning in the additional language is supported through a range of resources, including books, online resources and cultural materials. Lessons include both language learning and cultural awareness. The Chinese (Mandarin & Cantonese) is further supported through a collection of books housed in the library.

Students should be exposed to the English language and culture of different countries. No one form is considered standard. It is necessary for older students to appreciate the different forms of language, for example, British or American English. The teacher may point out differences in expression or spelling where appropriate.

5. School Language Profile

Approximately 94% of our current student population has Chinese as their first language. Chinese is widely spoken across the school with over 90% of the student body being native Chinese (Cantonese or Putonghua) speakers. 5% of our students are native English speakers and 4% of students speak a language other than Chinese or English. Other languages spoken by students in our school include Japanese, Nepalese, Portuguese, Khmer, Filipino, French, Urdu, Dutch, Spanish, German, Hindi and Malay.

6. Languages of communication used in the school and outside the classroom

English and Putonghua are the languages of instruction and communication within the school. These languages, in addition to Cantonese, are used to communicate with parents and the school community. Most information sessions, workshops and presentations run by the school will be conducted in English with translation in Cantonese for parents. On occasion, especially for cross-ELCHK school events, Cantonese is the language of communication with English translation.

While English, Cantonese and Putonghua are used in classrooms, around the school and in conversation, there is an expectation that all students and staff communicate in English where not everyone present may understand or speak that particular language. All staff and students are expected to be inclusive where language is concerned. This also applies to school functions both inside and outside of school.

7. Promotion of Host Country Language & Culture

Hong Kong promotes bi-literacy (in English and Chinese) and trilingualism (in English, Cantonese, and Putonghua). LA, by way of its language instruction and mother tongue support, aligns linguistically locally with Hong Kong and nationally with China.

LA as a DSS school in Hong Kong, is committed to the promotion of the learning of host-country language and its culture. With the service agreement with EDB, we promote Chinese language learning by offering Chinese Language classes from Year 1 to Year 12, taught by the Department of Chinese & Culture.

The local culture is emphasized through field trips to local venues, such as galleries, museums, cultural exhibitions, exhibits, etc. Various activities are organized all year round at the school to celebrate both Chinese festivals, such as Chinese New Year and Mid-Autumn Festival, and Christian holidays, such as Easter and Christmas, all of which are part of the Hong Kong cultural identity.

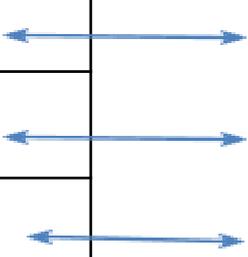
8 Language Learning at LA

8.1 PYP: Current Practices related to Language Teaching and Learning

We implement both the IB PYP Language Scope and Sequence, in conjunction with the Singaporean Language Curriculum to support our English Language Program. We implement the Hong Kong Education Bureau's Chinese Scope and Sequence for our Chinese Program. The PYP has identified 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 (see table below). 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.

Strand	Receptive – receiving and constructing meaning	Expressive – creating and sharing meaning
Oral Language	Listening	Speaking
Visual Language	Viewing	Presenting
Written Language	Reading	Writing



These four language continuums have been organised into five developmental phases with each phase building upon and complementing the previous one. These phases have not been named in order to avoid the value judgment implied in labelling a learner as ‘developing’ or ‘proficient’, for example. The continuums make explicit the conceptual understandings that need to be developed at each phase. Evidence of these understandings is described in the learning outcomes associated with each phase.

8.2 MYP: Language Subject groups: Group 1 Language & Literature and Group 2 Language Acquisition

- The Chinese & Culture Department offers language subjects from Year 1 to Year 12 while English Language Arts Department offers language subjects from Year 7 to Year 12. In addition, French and Japanese are also offered as “third language”, adopting Language Acquisition Framework, in Year 9, and are taught as local subjects, rather than part of the MYP. These two languages will be phased out, starting from the 2017-18 school year. By 2019, only English and Chinese will be taught as language subjects in the MYP.
- In terms of languages, two subjects (subject groups) are available in Middle School. They are Language and Literature, and Language Acquisition.
- From 2016-17, the Middle School offers the following languages:

Group A: Language and Literature	Group B: Language Acquisition
Chinese English	Chinese English Japanese (2017-2018 - Year 8 & 9; 2018 -2019: Year 9; 2019-2020 - phased out) French (see Japanese)

- In Language Acquisition, curriculum is designed for different phases (1 to 6).

- Starting from 2017-18, Language Acquisition with phase 5 to 6 will be named “Extended Language Acquisition”.

8.4 Senior School DSE & DP: Language Subject groups: Group 1 Language & Literature and Group 2 Language Acquisition

In the Senior School, Chinese Language, and English Language are available in HKDSE curriculum, while Language and Literature, and Language Acquisition are offered in IBDP curriculum.

HKDSE	IBDP
Chinese Language	<u>Language A (Language & Literature)</u> Chinese: Literature (SL) English: Language and Literature (SL)
English Language	<u>Language B (Language Acquisition)</u> Chinese (SL/HL) English (SL/HL) French (SL/Ab initio)

The languages offered by our school’s Diploma Program are:

Subject Group	Subjects	Level
Group 1	Language A - Language & Literature (English)	Higher Level
		Standard Level
	Language A - Literature (Chinese)	Standard Level
Group 2	Language B (French)	Standard
	Language B (English)	Higher Level
		Standard Level

	Language B (Chinese)	Higher level Standard Level
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- Language A:

A student's Language A typically refers to the language that the student is most proficient. The course's main purpose is to deepen the student's appreciation for the beauty of texts and to reach his / her linguistic potential (IBO, 2013). It is recommended that students should have some experience in critical writing on texts and literature. However, not having such a background should not exclude them from taking up the subject.

- Language B and Language ab initio:
The school is responsible for assessing the student's language level and ensuring the student chooses a language module that is adequately challenging. For example, an experienced French speaker will not enter at *ab initio* level.

It is highly encouraged that the student's language teacher(s) (both past and present) should be consulted before deciding on the language combination to be taken in the DP.

Self-taught Languages: Lutheran Academy values diversity and encourage students of different mother tongues to preserve and achieve in their own language(s). Students have the option to enter examinations for the language(s) self-taught as Language A in Standard Level, without linguistic instruction from teachers of the school. Please refer to the Self-taught Language Policy in Appendix for further details.

9. Language Pathway at LA

9.1 Overview

For overview of language pathway see appendix A.

(note: this pathway is for current school year. It shall be revised before summer of 2017 due to the change of language policy)

9.2 Transition from PYP to MYP: Allocation of Language Class in Middle School

Principle of language subject group allocation in LA

- a) In LA, all students must take Chinese and English in Middle School.
- b) The central principles are as follows:

1. All MYP students must take at least one Language & Literature subject.
2. Students with Chinese as first language (or dominant language) MUST take Chinese as Lang & Lit. When they study in Senior School, they MUST take Chinese subject as First language, hence DP Language & Literature or HKDSE Chinese Language.
3. Students with Chinese Lang Acq(phase 3 or below) must take English as Language & Literature.
4. Special arrangements might be given to Year 7 or transfer students; this is considered as a transition period.

- c) Starting from 2017-18, the student allocation for Chinese and English Language subjects will be arranged according to students' abilities and performance.
- PYP Students (Year 6)
 - References include:
 - o Language learning path of students and language use in familial context (Home language)
 - o Overall performance, including both formative and summative assessments, in 2nd term in Year 6.
 - o PYP teachers' observation and comments
 - Projection shall be made after by June, then take reference on Pre-S1 Assessment Test, Placement test for final decision.
 - Transfer Students
 - Similar to students from the school's PYP, references include:
 - o Language learning path of students and language use in familial context (Home language)
 - o Report Card from Primary
 - o Pre-S1 Assessment Test
 - o Placement test set up by LUAC: Speaking and Writing for Chinese and Diagnostic assessments in Reading, Writing and Speaking for ELA.
 - Students who study Chinese in PYP Pathway 3 shall be placed in Lang & Lit class when they enrolled in Middle School.
 - NCS Students (Definition: those home language is non-Chinese) can take either Lang & Lit or Lang Acq in MYP, depends on his Chinese proficiency and Chinese learning experience.
 - Students with great performance in English Assessment Test shall be placed in Language & Lit class when they enrolled in Middle School.

For Year 7 or transfer students, whose language proficiencies of Chinese & English neither reach the level of Lang & Lit, the school will provide extra support on their language learning, i.e., after school tutorials.

9.3 Transition from MYP to DP (Y10 IB Approach)

After completion of the MYP(Y7-Y9), students will have a one year (Y10) of learning to prepare themselves for the DP Curriculum. For languages, the Y10 (IB Approach) has the following arrangement, starting from 2017-18 school year:

	Language & Literature	Language Acquisition
English	The Pre-DP curriculum in English Language Arts bridges the gap between MYP and DP. The curriculum content is an extension of a wide range of MYP units whereas the assessment approach is towards the DP focusing on literature as well as language. Students are assessed by papers that are similar to	The Pre-DP curriculum in English Language Arts bridges the gap between MYP and DP. The curriculum content is an extension of a wide range of MYP units whereas the assessment approach is towards the DP focusing more on the acquisition language . Students are assessed by papers that

	the DP but with different school-based criteria from that of DP.	are similar to the DP but with different school-based criteria from that of DP.
Chinese	The Pre-DP curriculum in Chinese and Culture Department bridges the gap between MYP and DP. The curriculum context focuses more on the themes of DP whereas the assessment approach is towards the DP. Students are assessed by papers or speaking that are similar to the DP but with different school-based criteria from the that of DP.	The Pre-DP curriculum in Chinese and Culture Department bridges the gap between MYP and DP. The curriculum context focuses more on the themes of DP whereas the assessment approach is towards the DP. Students are assessed by papers or speaking that are similar to the DP but with different school-based criteria from the that of DP.

As this is an ongoing arrangement, the two subject departments will evaluate the aforementioned Y10 Curriculum after June 2018, for future planning and implementation.

Policy Review

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Appendix A: Policy Summary