



International College

LANGUAGE POLICY

Introduction

This document describes the scope of language and literacy teaching and learning across the International College.

Principles

Language is one of the pillars of human experience. It is central to all learning.

Language development at the school is a process in which students learn language, learn through language, and learn about language.

Language assists students to live successfully as linguistically competent and inter-culturally aware citizens of the world. Language allows students to communicate, understand, and empathize with and between cultures.

All teachers are teachers of language.

Policy statement

International College is committed to the provision of language education from K-12.

The language of instruction is English. It is also the language of governance, management and professional committees. All students will develop competency in the language of instruction.

International College is committed to support students whose language is not the language of instruction.

International College acknowledges mother tongue maintenance and development.

Overview of the International College School languages:

The College provides the following:

- Language in the PYP: English, French, German and Japanese.
- Language A (English and ESL) and Language B (French and German) in MYP
- English A: literature and English A: language and literature in Diploma Programme
- French B and Spanish ab initio in Diploma Programme

Support for English as the Language of instruction

- Language instructors are employed in all sections of the College to support the continued development of world languages in the school.
- The College will implement an ESL programme to support learners of English as a second language with intensive targeted support.
- All teachers at the College are trained in ESL in the mainstream
- The development of authentic and contemporary curriculum resources will be budgeted for and provided
- As a laptop school there is a focus on media literacy
- Library and media resources are linked to teaching programmes
- Language programmes are scoped and sequenced.
- Students' language needs are identified through a range of assessment tools, interviews with the student counselor, school reports, admission procedures and parents
- Curriculum and report documentation includes differentiation of the curriculum and moderated assessment.

Support for acquisition of other world languages

- Language teachers with specialized language qualifications are employed
- Current multi-cultural resources are budgeted and provided for staff and students
- Language programmes are scoped and sequenced
- Library and media resources are linked to teaching programs
- World languages are taught within the timetabled curriculum. Activities in support of these include cooking classes, public speaking, visits of cultural institutions, guest speakers, etc.
- Collaboration is an expectation for developing a professional learning culture

Support for mother tongue

- Library resources include texts in different languages.
- Timetable adjustments required to permit access to external mother tongue language programmes
- Access to school technical support for computer hardware and software
- Support to mother tongue learning through personal advice to students including parents' support, embassies, etc.