



City Campus

Policy Code : xxxx
Revision Date : xx/xx/xxxx

Language Philosophy

Purpose:

Language policy is a working document developed collaboratively by staff, teachers, pedagogical leadership team and parents. The purpose of this document is to ensure that all language instruction is aligned with our philosophy. The document highlights how all strands of language learning are incorporated into our teaching, how English language is developed in our students, how SKT International School (CITY CAMPUS) promotes the development of Mother tongue and additional language learning by our students.

This document supports us in the planning and implementation of language teaching, curriculum planning and professional development and is communicated to the school community through our school's website, our shared folder on Google Drive and through staff induction meetings/orientations and other departmental meetings.

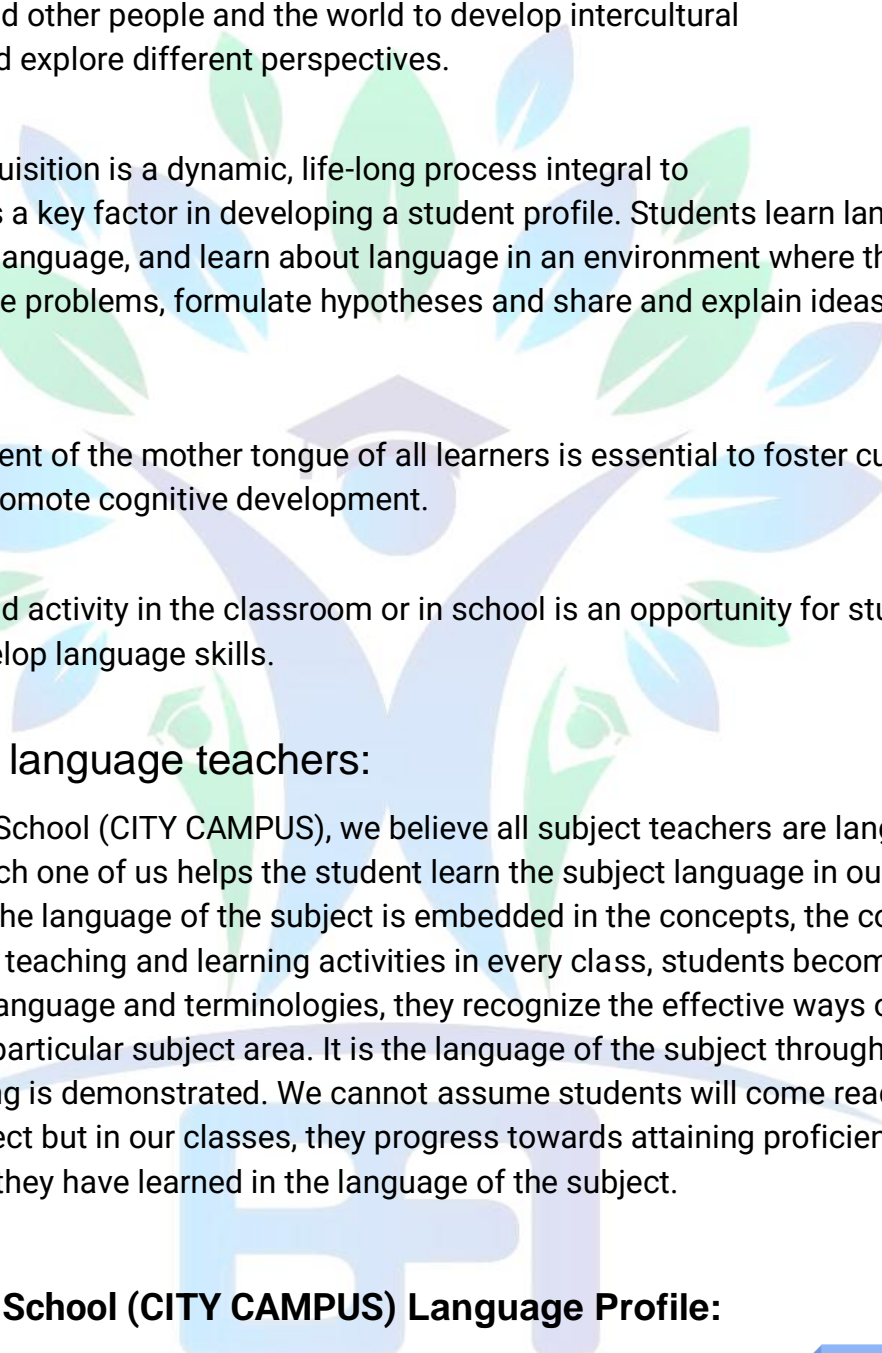
Scope:

This policy applies to all staff and students in School Campus.

Language Philosophy:

At SKT International School (CITY CAMPUS) we believe that:

1. Language is central to learning for all subjects. Therefore, all teachers are also language teachers who help students develop effective communication skills at SKT International School (CITY CAMPUS).

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2. Students are potential leaders, responsible citizens and role models in different fields of their respective communities, and they have to be equipped with necessary tools for effective communication; as, through meaningful interactions, the students communicate with and understand other people and the world to develop intercultural awareness and explore different perspectives.
 3. Language acquisition is a dynamic, life-long process integral to learning and is a key factor in developing a student profile. Students learn language, learn through language, and learn about language in an environment where they explore concepts, solve problems, formulate hypotheses and share and explain ideas and opinions.
 4. The development of the mother tongue of all learners is essential to foster cultural identity and promote cognitive development.
 5. Every event and activity in the classroom or in school is an opportunity for students to learn and develop language skills.

All teachers are language teachers:

At SKT International School (CITY CAMPUS), we believe all subject teachers are language teachers because each one of us helps the student learn the subject language in our respective classes. The language of the subject is embedded in the concepts, the context and the content. Through teaching and learning activities in every class, students become aware of the subject specific language and terminologies, they recognize the effective ways of communicating in a particular subject area. It is the language of the subject through which student understanding is demonstrated. We cannot assume students will come ready with the language of the subject but in our classes, they progress towards attaining proficiency in demonstrating what they have learned in the language of the subject.

SKT International School (CITY CAMPUS) Language Profile:

SKT International School (CITY CAMPUS) is located in Yangon, Myanmar. With around 95% of the students being local, most students speak Myanmar- the host country language, we are committed to provide the opportunity to develop their mother tongue. The other 5% are foreigners from different countries. We therefore offer Myanmar as a second language.

In addition to the development of the English and Myanmar language, we recognize the role an additional language plays in cognitive, metacognitive and cultural identification of self, hence at SKT International School (CITY CAMPUS) we offer additional languages such as Chinese and German.

SKT International School (CITY CAMPUS) Language Programs:

At SKT International School (CITY CAMPUS) Academy the following language pathways are available for our diverse student population with varying language needs.

1. English A (English as a First Language)

English A classes are the mainstream English classes at SKT International School (CITY CAMPUS). English Language A is mandatory for all students in our Cambridge Primary and Lower Secondary Curriculum.

School-wide activities such as Spelling Bee and Debate Competitions are coordinated so as to promote usage of the English language.

2. English as a Second Language (ESL Program)

Students who have no or very limited command of the English language are placed in an ESL Primary or ESL Secondary class depending on their age.

The ESL programme would be suitable for students who would need to study English as a second language to support their academic learning. These students can be identified at the time of enrollment through placement tests or through lesson observations, by classroom teachers or ESL specialists. The ESL teacher would administer an ESL screening assessment and determine the English proficiency of the student for the purpose of placement and to inform teaching and learning.

The ESL programme also runs for one complete school year. During these lessons, an ESL teacher will provide group lessons to address English language deficiencies. Parents and teachers will then meet to discuss progress and whether there is a need for further ESL classes.

3. Mother Tongue - Myanmar (Host country language)

As a part of internationalism, the school strives to foster students' love for their own culture, tolerance and respect for others. In order to achieve this, students need to have a good level of command of their own language, this increases their self-esteem which aids in acquiring and progressing in English language. We believe in the significance of the mother tongue for the future of the students, their country and the implications of their mother tongue proficiency in their respective community. The majority of the students are Myanmar nationals with various ethnic backgrounds. Their mother tongue (the official language) is Myanmar. Hence, the school provides mandatory Myanmar Language Classes to Y2 to Y9 students.

Myanmar Language Classes are offered at two different levels in order to meet the different language acquisition levels of the students: Myanmar as a Second Language for foreign students and Myanmar A for local students. At the time of admission, the school tests the Myanmar language ability of students and accordingly places them into Myanmar A or Myanmar as a second language. Please see admission policy for more details.

The school promotes Myanmar language and culture through:

- a. Forming Myanmar discussion circles
 - b. Organizing essay competitions and drama shows
 - c. Improving library resources in the Myanmar section
 - d. Organizing International Culture and Food festival
- 5.
- a. Providing opportunities to students to participate in school assemblies, talent shows in the host country language etc.
 - b. Weekly use of Myanmar National Anthem in all school assemblies
 - c. Celebration of Myanmar National Day
 - d. Musical Recital in Myanmar language for all our students.

6. Mother Tongue - Other languages

As an international school we value the importance of our student's mother tongue. We encourage the parents of our students to speak in their mother tongue at home, and supply our library with books in several different languages.

Based on the findings of the language committee, the school is committed to promote the development of mother tongue languages of the students apart from Myanmar language, Chinese is being offered as a part of curriculum to our students.

7. Partnership with Parent Community

During Parent's welcome evenings, orientation sessions and parent teachers meet our parents are encouraged to:

- a. Foster student's love for their mother tongue and culture
- b. Speak to the student in the mother tongue language
- c. Provide opportunities to the students to participate in the celebration of culture
- d. Supply material at home in the mother tongue

8. Library Support for Mother Tongue Instruction

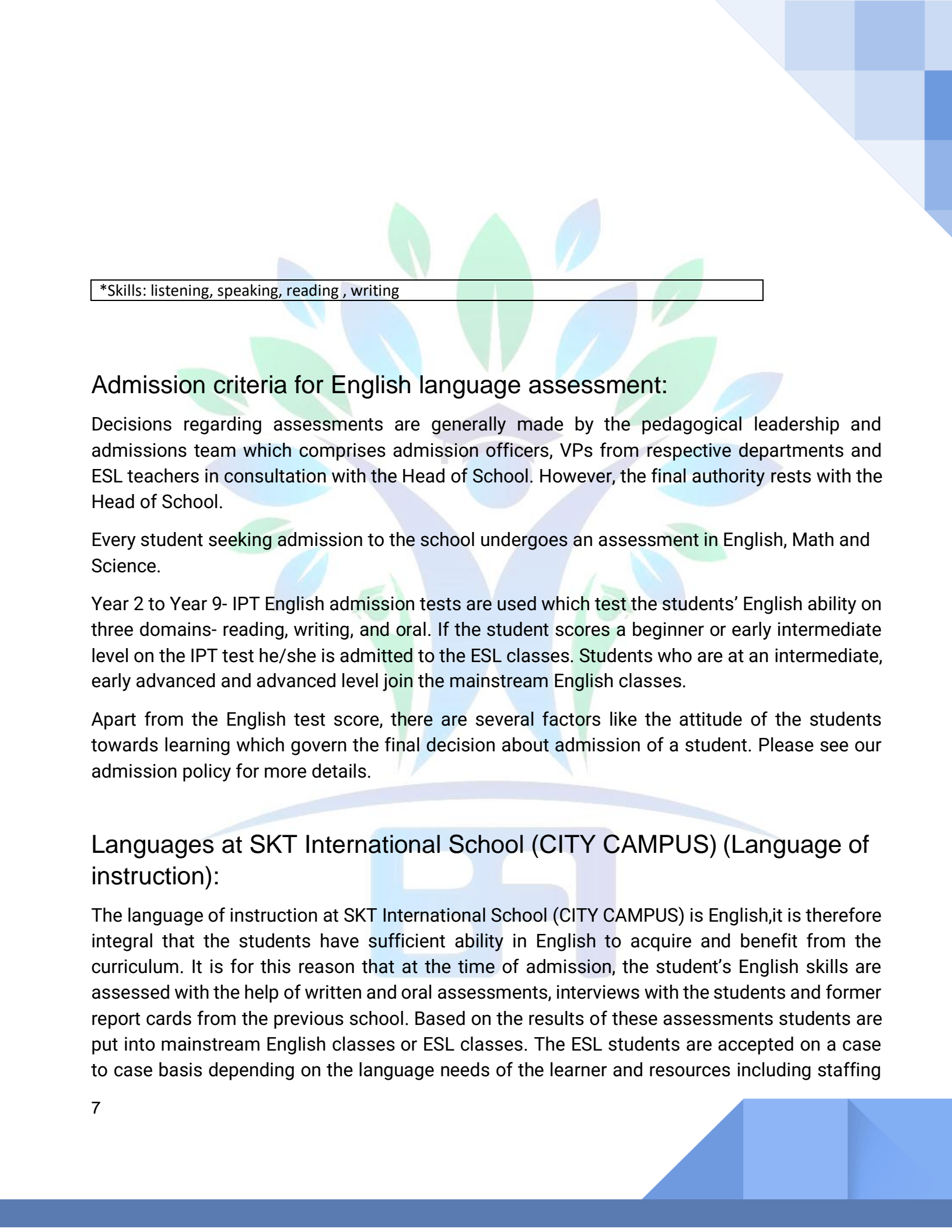
SKT International School (CITY CAMPUS) library offers many print books in languages other than English such as Myanmar and Chinese. It provides access to electronic resources such as magazines and newspapers in these languages for the benefit of our students and school community.

Pedagogical approaches to teaching and learning languages:

Primary School		
Planning	Pedagogy	Assessment

<p>English A</p> <p>English is offered as the second language (ESL)</p> <p>Myanmar taught from Year 2 to 6</p>	<ul style="list-style-type: none"> • Extensive use of audio –visual aid • Activity based and skill based teaching • Emphasis on communicative approach • Incorporation of group work • Exposure to the target culture (field trips, school events , etc.) • Differentiated instruction 	<p>Criterion-referenced assessment</p> <p>Skill-based assessment</p> <p>Formative and summative assessments</p> <ul style="list-style-type: none"> • Cambridge Exam <p>Accommodations and exemptions</p>
*Skills: listening, speaking, reading , writing		

Primary School		
Planning	Pedagogy	Assessment
<p>English A</p> <p>English is offered as the second language (ESL) – (all skills *)</p> <p>Myanmar as a second language – taught from Year 7 to 9 - (all skills *)</p> <p>Chinese</p>	<ul style="list-style-type: none"> • Extensive use of audio –visual aid • Activity based and skill based teaching and learning • Emphasis on communicative approach • Incorporation of group work • Differentiated instruction 	<p>Criterion referenced assessment</p> <p>Skilled based assessment</p> <p>Formative and summative assessments</p> <ul style="list-style-type: none"> • Cambridge Exam <p>Accommodations and exemptions</p>



*Skills: listening, speaking, reading , writing

Admission criteria for English language assessment:

Decisions regarding assessments are generally made by the pedagogical leadership and admissions team which comprises admission officers, VPs from respective departments and ESL teachers in consultation with the Head of School. However, the final authority rests with the Head of School.

Every student seeking admission to the school undergoes an assessment in English, Math and Science.

Year 2 to Year 9- IPT English admission tests are used which test the students' English ability on three domains- reading, writing, and oral. If the student scores a beginner or early intermediate level on the IPT test he/she is admitted to the ESL classes. Students who are at an intermediate, early advanced and advanced level join the mainstream English classes.

Apart from the English test score, there are several factors like the attitude of the students towards learning which govern the final decision about admission of a student. Please see our admission policy for more details.

Languages at SKT International School (CITY CAMPUS) (Language of instruction):

The language of instruction at SKT International School (CITY CAMPUS) is English, it is therefore integral that the students have sufficient ability in English to acquire and benefit from the curriculum. It is for this reason that at the time of admission, the student's English skills are assessed with the help of written and oral assessments, interviews with the students and former report cards from the previous school. Based on the results of these assessments students are put into mainstream English classes or ESL classes. The ESL students are accepted on a case to case basis depending on the language needs of the learner and resources including staffing

available at school. Further differentiation, within the classroom by our teachers supports the varying abilities of our students.

1. Languages at SKT International School (CITY CAMPUS) (Language of communication)

The language of communication used by all teachers, staff and administration inside and outside the classroom is English. Any communication to the parents will be in English and Myanmar both. Outside the classroom, students are encouraged to speak in English with their peers, however we understand that for younger students it might not always be possible especially for students who are coming from a very diverse cultural background. However, the older students who have developed confidence and good ability in English are strongly encouraged to speak in English at all times.

Access arrangement for additional language learners:

At SKT International School (CITY CAMPUS), we firmly believe that instead of categorizing students into labels, a sustained focus on creating the appropriate learning opportunities enables every learner to progress at his/her own pace. Our teachers therefore endeavor to remove barriers to learning. Please refer to our inclusion policy for further details.

Professional Development:

At SKT International School (CITY CAMPUS), teachers and administrators plan professional development to equip our language teachers, administrators and staff to adopt the best practices related to teaching and learning of the language. This training is delivered by the head of languages departments in collaboration with other teachers. Some of the areas of professional development include:

1. Devising strategies to reach the diverse proficiency of our learners using differentiated instructions.
2. Determining and using the best technology tools to promote language learning.
3. Fostering international mindedness and promoting self-identification and association with one's culture.
4. Reflection on the instruction and other pedagogical approaches.
5. Collaborative planning including peer observations to benefit from the best approaches to teaching.

6. Vertical articulation between grade levels to develop skills, knowledge and competencies to adequately prepare students to progress to the next grade level.

Spelling and Referencing protocols:

1. British spelling is used for all formal communications inside and outside of school.
2. APA style of citation and referencing is used school wide for referencing purposes. (See section "Referencing Styles" in our Academic Honesty policy)

Action Plan to further develop the language policy:

1. Walkthroughs by colleagues and HODs will be introduced to enhance professional development for language teachers.
2. Maintaining a language profile for each student every year should be done by the student affairs and admission office. The head of the language department to study this data to inform teaching and learning and other decisions such as offering clubs. The available data needs to be compiled in a methodical way and shared with the school community through google drive.
3. Diagnostic tests for languages e.g. WIDAL to be introduced during the orientation to identify the language needs
4. Differentiation will be paid more attention by formalizing it as part of the unit planners and implementing in actual teaching learning scenarios.
5. Hire ESL specialists and develop ESL curriculum and ways and methods to progress the students to mainstream.

The following key steps have been undertaken in the development of this policy:

1. Brainstorming with the school community (parents, students, teachers, pedagogical leadership team) about their beliefs regarding language learning. Their views were collected in the form of focused discussion groups.
2. Collaboration between the members of the language steering committee to suggest changes to previously existing language policy.

3. Maintaining a language profile of the student and teacher community particularly to identify mother tongue languages of our students and students who might require ESL support.
4. Preparation of a draft of the policy.
5. Presentation of draft to the Pedagogical leadership team.
6. Incorporating changes and finalizing the Language Policy.
7. Publishing the language policy to all stakeholders

SKT International School (CITY CAMPUS) Review & Revision of Language Policy:

At SKT International School (CITY CAMPUS), we review and revise the language policy once every two years, and make changes as needed to adapt to the best practices. In this way we keep our policy up to date to the needs of our community and aligned with the Cambridge philosophy. The review is done by a steering committee, consisting of the school management, head of school, vice principals, language teachers, other subject teachers, parents and students. After the review and update, the steering committee is responsible for communicating the policy to the entire school community.