

# Hope Christian High School Primary Years Programme Language Policy

## HCHS Mission Statement

Hope Christian High School is a non-stock, non-profit, non-sectarian church-related educational institution that aims to train and transform its students through Academic Development, Spiritual Formation, Personal Enrichment, and Social Awareness.

Guided by its **vision**, Hope Christian High School seeks to inspire its reflective learning community to acknowledge God's love, obey God's law, develop the self, and contribute to global society.

It's also set to carry out its **mission** of being committed to continually provide world-class Christian education relevant to the changes and challenges of the times for the glory of God.

## IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## Guiding Principles of the HCHS Language Policy

Hope Christian High School (HCHS) was founded in 1946 based on the need to develop the Chinese immigrant community's language and cultural heritage in the Philippines, its new home country. HCHS places premium importance not only on the development of the Chinese language and heritage but also on the development of the Filipino language and English, being the medium of instruction and communication.

Consistent with the IB language philosophy, the school promotes a multilingual policy of developing English, Chinese, and Filipino languages with the aim of developing a high level of

bilingual proficiency in English and the student's primary language, as well as a third language to a level it can reasonably develop.

The school adheres to the following principles:

1. The primary languages of the student body, Chinese and Filipino, mirror the socio-cultural identity of its student body, therefore the school values the importance of its continued study and development.
2. Language plays a crucial role in the cognitive development and educational goals of its students, with English being the medium through which instruction is facilitated and carried out and Filipino or Chinese as the mother tongue or primary language of its student body. Therefore, the school promotes the development of these languages to the highest level possible through the subjects and programs it offers.
3. Language at the early grade levels is best learned through a combination of a holistic and phonetic approach, i.e., an integrated and balanced approach where both reading and writing and phonics are taught in their natural social and academic language contexts. This means literacy skills including phonics are learned through explicit and differentiated teaching of skills in the context of language and visually rich texts.
4. With professional development support from the school administration, all teachers are language teachers and have responsibilities in the English language development of students and in facilitating communication in their subject areas (IB Standard C1.8.3).

## Language Programs and Practices

The school develops and implements the following programs and practices that support the above principles that are consistent with IB and national curriculum requirements:

### Pre-K-12 Multi-Language Curriculum

Hope Christian High School is uniquely situated in the Philippine educational setting, serving both children of second and third-generation Chinese immigrants and local Filipino students who use English and Filipino in educational and social settings. It takes its responsibility seriously in developing both the multi-linguistic and cultural heritage of its student population. To this end, the school provides a multilingual education that features the following:

1. **English**, being the medium of instruction and communication and a requirement of the Department of Education, is taught, facilitated, and developed from Pre-kindergarten to Senior High School in all subjects.

The school also offers **English Language Acquisition classes to students at grades 4 and 5** in the Primary Years Programme at two different proficiency levels identified below in its English as an Additional Language Program for students whose English language has not reached proficient level or who come from other countries where the medium of instruction is a language other than English.

2. As the host country language and the mother tongue of some students, Filipino is taught as early as kindergarten. Students who are five years old and above are introduced to the language, as this is required by the Department of Education in the Philippines. Additional support is given to students who are non-Filipino speakers, enabling them to be more confident in understanding and learning the language.
3. Being a Filipino-Chinese school, the school also places importance in learning Mandarin as the language heritage of Filipino-Chinese students, to develop an understanding and appreciation of the Filipino-Chinese culture. As early as 2 years old, Mandarin is introduced to students to promote the Chinese language and culture.

## **Multi-Language Development and Multi-Cultural Heritage**

The school is committed to promoting and developing the students' mother tongues in as many language and cultural programs and activities the school sponsors and by participating in cultural and language activities with other schools throughout the year.

Aside from developing English, Chinese, and Filipino throughout its Pre-K through 12 curricular programs, other enrichment programs include the following:

1. Buwan ng Wikang Pambansa (Filipino Language Month) held in August of every school year.
2. Chinese New Year Festivities, 成语绘画比赛 Chinese Idiom Drawing Contest; Group Chinese Singing Contest, and Amoy Speaking Contest held throughout the school year.

## **Language Practices for All Teachers**

All teachers, regardless of subject specialization, are language teachers and are strongly encouraged to implement strategies that facilitate language development and provide inclusivity and equity to all learners. Such research-based practices that apply not only to language learners but to all learners in general should be embedded in their units of inquiry. General language practices include the following:

1. Building on students' prior or background knowledge. Students come with their own background subject knowledge and varied experiences. With this in mind, the teaching practices should include finding out what they know about the subject content, making connections with what they already know, and in the case of English language learners, transferring what they know into the target language, thereby facilitating the learning process.
2. Learning about language. At Pre-K to grade 3 level, students coming from other non-English speaking schools learn the English language through the same process of learning foundational language skills such as explicitly teaching of sound-letter correspondence of phonemes, decoding and basic comprehension skills in the contexts of meaningful reading texts.

At the upper grade levels, language learners can profit from integrated foundational lessons using a holistic reading approach, i.e., learning phonics through the context of the meaningful reading selections, which also reinforces regular students' foundational language skills. Strategies include choral and dramatic reading, Total Physical Response, and differentiated texts in small group reading.

3. Language learners can also profit from understanding the analysis of concept or content words in any subject. In many cases, the parts of words and the study of their etymology in the higher grade levels provide meaningful understanding of the concepts and content that words represent.

At the discourse level, students can benefit from instruction on the structure of written assignments that make the ideas flow better and help readers follow the ideas easier.

4. Language scaffolds. Learning requires providing scaffolds for learners to meet academic standards in any subjects. Such practices include sentence starters, visual representations of ideas, advanced organizers that provide overviews of lessons, hands-on activities that include physical responses, and multi-sensory engagement tasks.

More guidelines on inclusive practices are found in the school's Inclusion Policy.

## **EAL Pathway to MYP Programme**

HCHS provides an English as an Additional Language (EAL) program for grade 4 and 5 students whose home language or who come from schools where the medium of instruction is a language other than English.

Upon entry, the school administers the English Language Placement and Diagnostic test that places Elementary English learners in grades 4 and 5 into two proficiency groups or categories which correspond to the following levels of proficiency:

1. Emerging (Basic): levels 1 and 2 equivalent to Pre-K to grade 2
2. Capable (A and B): levels 3 equivalent to grade 3

ESL students in Pre-K to three are placed in all regular classes, while students in grades four and five are pulled out from their regular class and provided language support until they have developed foundational language skills to access the regular curriculum.

#### **Criteria for Full Inclusion into the PYP Programme**

- A. Grades 4 and 5 students coming from countries where the medium of instruction or whose home language is not English have to develop foundational skills in reading and writing, i.e., phonics and decoding skills and basic writing skills.
- B. Overall performance of grades 4 and 5 ESL students based on academic language support in the English Language Acquisition class and ATL skills with a P or 'proficient' or A or 'advanced' rating especially in the ATL Self-Management skill (focus and attentiveness, completion of assignments, and perseverance) and Capable Level in the Language Acquisition Subject Guide. See Appendix A
- C. Recommendation of the EAL teacher based on the above criteria for full inclusion.

## Appendix A

### Language Acquisition Capable Level Phases 3 and 4

#### Listening:

- identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts
- analyze conventions in a wide variety of simple and some complex authentic texts
- analyze connections between a wide variety of simple and some complex authentic texts

#### Reading

- identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts
- analyze conventions in a wide variety of simple and some complex authentic texts
- analyze connections between a wide variety of simple and some complex authentic texts

#### Speaking

- use a wide range of grammatical structures generally accurately
- use clear pronunciation and intonation in a comprehensible manner
- communicate all or almost all the required information clearly and effectively

#### Writing

- use a wide range of vocabulary in writing
- use a wide range of grammatical structures generally accurately use a wide range of grammatical structure
- organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- communicate all or almost all the required information with a clear sense of audience and purpose to suit the context