



**Last Update: 16 Nov 2015**

### **Language Philosophy**

“Language stands at the center of the many interdependent cognitive, affective, and social factors that shape learning” (Corson 1999: 88).

At International School of Hellerup we strongly believe in the ideal that all teachers are language teachers and promote the concept of communication in its variety of forms throughout the school community. Many of the students International School of Hellerup are multilingual and are learning in a language that is not their mother tongue. Many students have two or three languages in their language profile. We recognise these challenges and therefore ISH promotes a multicultural and multilingual learning environment, thus encouraging internationally minded individuals.

Effective learning depends on student engagement with the inquiry cycle: understanding-> taking action-->reflection--> understanding. This life-long learning process is the focus of all aspects of our curriculum. Students are encouraged to question, challenge, think and rethink texts and their meanings. They are not only exposed to different forms of communication, but they study the languages by applying inquiry techniques to their own work. Through opportunities to collaborate with others, students develop their communication skills, which we believe will strengthen them as communicators.

### **Learner Profiles at work**

Communicators: We understand that communication is at the heart of education, that communication in more than one language is key to intercultural understanding. We will help our students to become strong communicators.

Risk Takers: We recognize that language learning involves risk taking. We will encourage our students to be independent, brave and articulate.

Thinkers: We believe in fostering critical thinking skills and creativity to help students use language to approach complex problems.

Reflective: We believe that reflection helps both students and teachers assess and understand the strengths and limitations of language use. Through reflection, language learning and personal development are considered.

### **Language Profile**

The population at ISH is very diverse, with approximately 40 languages used as mother tongue. Mother tongue education is promoted at ISH. Starting in January 2014, mother tongue courses are offered to interested students after school. The language of instruction at International School of Hellerup is English. As the host language, Danish is also offered as a first and additional language

to comply with the Danish National Education Laws. MYP students at ISH are also offered French and German as modern foreign languages.

## **Language Policies**

### **Language of Instruction**

English is the language of instruction. In the PYP, as a globally focused school, students are not required to understand English before being admitted to the school. However, a solid foundation in the child's mother tongue is essential for success. ISH offers inclusion and sheltered support for English language learners upon admittance. Language support for students is tailored to the students' individual needs.

Starting in the MYP years, some proficiency in English is encouraged. At the MYP level, if the student has no or little academic English background, we may ask the family to hire a tutor to support the student in order to complete the expectations of the MYP. Our aim is for students to thrive at ISH and sometimes additional support and tutoring is necessary for students to access the curriculum. ISH recognizes that it can take up to seven years of practice to become fully proficient in academic English.

For the DP level students must demonstrate a proficiency in Academic English that will allow them to access all course materials. Further to this, as English is the language of instruction at the school, all DP students are expected to take English as one of their subject choices.

All students, in all grades, at ISH will take English at a level that is appropriate to extend their English learning, and appropriate for them to access the level of instruction for that grade level.

ISH cannot service students who do not wish to take English as one of their languages.

### **Professional development**

ISH recognizes the importance of assisting teachers to become more aware of second language learner needs and how to address them. The school's EAL coordinator is the first line of support for teachers wishing to find new ways to support students in their classrooms.

### **English as an Additional Language**

English as an Additional Language (EAL) Programme at ISH, supports students whose primary or secondary language is not English, enabling them to develop the necessary reading, writing, speaking and listening skills to be successful in school. Students are referred to the EAL Programme through a placement test, home language survey and by referrals from class teachers. Individual needs and the number of students requiring assistance determine how the programme is delivered. EAL classes take place during school hours as inclusion support or sheltered lessons. The EAL Programme strives to be as integrated into the students' regular schedule as possible.

### **Danish as an Additional Language**

At ISH, we encourage host country integration. As a result, Danish is taught as a first and additional language throughout the school. Starting in PYP 1 Danish is taught as an integrated language. In PYP 2-5 students are grouped into Danish A and Danish B based on their learning needs and backgrounds. Within the MYP Danish is taught as a first language and as an additional

language where the students are placed in *phases of language learning* groups. Students are placed in these groups based on the results of placement tests conducted after admission.

### **Additional Language Acquisition**

In the MYP students are offered another additional language, such as French or German, as part of their course of study.

### **Admissions Procedures**

On application to ISH a student's language profile is assessed based on his/her prior academic performance. A solid foundation in the child's mother tongue is essential for success. In order to be admitted students should demonstrate age appropriate literacy and proficiency in a language. All previous school records must be translated into English.

The ISH document on "Language Pathways" explains the academic language expectations for all students entering and studying at ISH.

Students entering the school at MYP 4, and MYP 5 need to have proficiency in English in order to engage with course materials and sit exams. Student's level of language proficiency will be assessed as part of the admissions process for MYP 4 and MYP 5.

Students entering the school in the DP 1 year are expected to be proficient in Academic English in order to engage with the course materials and sit the DP examinations. Student's level of language proficiency will be assessed as part of the admissions process for students entering in DP 1.

If students are not found capable of accessing information and expressing themselves at an appropriate level, they may not be admitted to ISH.

### **Mother Tongue**

At ISH, we believe mother tongue tuition is vital for a student's cultural identity. It enriches personal growth and stability. All students are offered mother tongue education as a part of the after school Mother tongue programme. Courses are run if there are at least 5 students in the school from grades 2 to 9 requiring such tuition. (Recent examples include Urdu, Turkish, Italian, and Arabic). Support for mother tongue instruction includes classroom space, teaching materials, and library resources. Parents are encouraged to make use of these resources to support their child's learning.

### **Mother tongue in the DP**

In the DP, ISH provides Group 1 and 2 teaching in English and Danish. The school furthermore supports mother tongue language choices through promoting and supporting students to study self taught Group 1 options. Recent examples of this are students taking German and Arabic as their Group 1 subject option.

## Language Pathways at ISH – Supplement to Language Policy

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### English Language Pathways

IB Programme	Starting with	Language Programme
<b>PYP</b> <ul style="list-style-type: none"> <li>Students at all levels are accepted. Students at phase 1 and 2 get EAL support as pull out or in-class, as deemed appropriate.</li> <li>Students from Phase 3 and above are integrated into PYP homeroom classes.</li> </ul>	Phase 1	Intensive EAL
	Phase 2	EAL Support
	Phase 3	Integration
	Phase 4	Integration
	Phase 5	Integration
	Mother Tongue	Homeroom class
<b>MYP</b> <ul style="list-style-type: none"> <li>Students in MYP 1-3 are offered English Language Acquisition at most phases.</li> <li>Students in MYP 4 and 5 are offered English Language Acquisition at Phases 3 and above. **</li> <li>MYP 1-5 English Language Acquisition students may also receive extra support for other subjects if recommended by the EAL and MYP coordinators. ****</li> </ul>	Phase 1	Language Acquisition
	Phase 2	Language Acquisition
	Phase 3	Language Acquisition
	Phase 4	Language Acquisition
	Phase 5	English L&L
	Phase 6	English L&L
	Mother Tongue	English L&L
<b>DP</b> <ul style="list-style-type: none"> <li>Only students with Phases 3 and above are accepted.</li> <li>Only students with Phase 3 and 4 Language are guaranteed admission to Lang B level classes.</li> <li>Phases 5 and above students should expect to take Language A classes.</li> </ul>	Phase 1	Not Accepted
	Phase 2	Not Accepted
	Phase 3	Lang B English SL
	Phase 4	Lang B English SL/HL
	Phase 5	Lang A SL or Lang B HL ***
	Phase 6	Lang A SL/HL
	Mother Tongue	Lang A SL/HL

\*Please note that Phases in MYP and PYP are different.

\*\* Please see admissions policy for further details.

\*\*\* With approval of the EAL and DP Coordinator

\*\*\*\* Added tuition expenses may apply for this service.

### PYP to MYP Programme Transition Chart

PYP 5 Phase completed	MYP 1 Phase entered
Phase 1 Intensive	Phase 2
Phase 2 Intensive	Phase 3
Phase 3 Integration	Phase 4
Phase 4 Integration	L&L
Phase 5 Integration	L&L
Mother Tongue	L&L

### MYP to DP Programme Transition Chart

MYP 5 Phase	MYP 5 Class	DP 1 Options
Phase 3	Lang Acq. Class	Lang B SL
Phase 4	Lang Acq. Class	Lang B SL/HL
Phase 5 *	Lang Acq. Class	Lang B HL <i>or</i> Lang A L&L SL
Phase 5	L&L Class	Lang A Lang & Lit SL
Phase 6	L&L Class	Lang A Lang & Lit SL/HL
Phase 6	L&L Class	Lang A Literature SL
Mother Tongue	L&L Class	Lang A Lang & Lit SL/HL
Mother Tongue	L&L Class	Lang A Literature SL/HL

\* with teacher approval.

In the IB Diploma Programme, it is school policy that all students take English as one of their subjects. This will support the Academic English they are required to use in the Programme as a whole.

At ISH it is possible for students to take multiple languages, keeping in mind that one must be English. The MYP requires two languages, as does the DP. At the DP level it is possible for a student to study a third language.

ISH cannot service students who do not wish to take English as one of their languages.

#### **English Ability Screening:**

Students wishing to be admitted to MYP 3 and above must take an English screening test before entry. [At MYP 3 this will help pre-screen for EAL class needs. At MYP 4 and above this will be used to decide on admission, based on the language chart published above]

The specific screening tests administered will be at the discretion of the Admissions Officer [Either EAL screening, or Lang A screening].

The appropriate coordinators will assess screening tests; results will be reported back to the Admissions Officer to be used to assess readiness for admission to ISH.

A further, more detailed, language placement test will be administered to all admitted students after the start of the school year, to ensure accurate phase placement.

In the MYP if students are weaker than expected, and the regular English pathways are not available for the student, if the student is to remain in the school, parents will be asked to pay the cost of separate English tuition.

#### **Language Procedures/Pathway Clarifications:**

Students entering the MYP at the MYP 4 or 5 level who, in their ISH language assessment, have not yet reached the English Phase 3 or above will be required to receive extra English tutoring and specialized language instruction. Parents need to be aware that this will be at their expense.

Students whose level of English has not reached the MYP Phase 3 level by the end of the MYP 5 school year will not be admitted to the IB DP at ISH.