

Approved
April 2015

Yew Chung International School

Language Policy Guidelines

Rationale

Yew Chung International School (YCIS) values the role of language as central to the development of critical and creative thinking and the cultivation of intercultural awareness, international-mindedness and global citizenship.

YCIS recognizes that the development of language is fundamental to the instinctive need to communicate, is integral to personal development and identity; and is socially constructed and dependent on interactions and relationships.

YCIS recognizes that early opportunities for literacy development across the curriculum are important for the development of abstract conceptualization and cognitive reasoning in later schooling.

YCIS recognizes that learners must be proficient in the academic language of instruction if they are to have successful access to the curriculum.

Aims

In accordance with the YCIS Philosophy and Objectives, our aim is to provide learning opportunities and experiences that enable students to achieve fluency in both English and Chinese.

Emphasis is intentionally focused on both languages. English is the primary language of instruction for English-based subjects, and Chinese is the primary language of instruction for culture, history and language learning within the framework of Chinese studies.

Operational Guidelines

Regular assessment of language proficiency, and provision of appropriate language support by qualified and experienced EAL and CAL teachers, shall be provided based on the language needs of the school community. CAL and EAL teachers shall work closely with subject teachers to facilitate the successful learning of all students and access to the curriculum.

All YCIS subject teachers shall also be considered as “language teachers”.

Staff and students shall speak either English or Chinese during class times, whilst home language use may be encouraged during recess periods and before and after school.

YCIS Early Childhood Education teachers shall encourage families to support mother tongue language learning throughout the early years of development. At the Primary and Secondary levels, the language of instruction shall be focused on English and Chinese. Students whose mother tongue is neither English nor Chinese shall be encouraged to continue mother tongue learning within the family, as well as through language centers and private tutoring.

Self-taught language learning options and self-funded language lessons or tutorials may be made available as appropriate at the discretion of the Co-Principals.

For students unable to access the curriculum in either Chinese or English, teachers shall provide appropriate support as warranted through differentiated instruction, classroom accommodations, and curriculum/assessment modifications.