

Language policy

Original: October 2017
Revised: July 2019
Validity: Valid until school year 2021-2022

1. Language Profile of Students

Our students come from very similar cultural and linguistic background – being residents of Manila City and neighboring cities. The economical background of the students, range from middle class to affluent families.

The school believes that parents, students, teachers and the wider society play a vital role in developing caring and confident language learners. As previously stated, we also believe that multilingualism will enhance student's personal development and develop intercultural understanding and international mindedness.

The following points summarize the language profile of students currently studying at CKS College:

1. Majority of students (42%) speak Hokkien as their mother tongue/ native language.
2. A big group also identified Filipino (30%) and English (23%) as their primary languages at home.
3. A small percentage of students (5%) identified Mandarin as their primary language at home.
4. English is the medium of instruction and is commonly acceptable to all.

This diversity also leads us to a common understanding that our students will be at different language proficiency when they enroll at school and they will all progress at different paces. Hence, language support in various forms is readily available to students who may need them. We employ and recognize the importance of differentiated instruction in accommodating the language needs and learning styles of our students.

A language profile is done via survey given to students and is updated every three years.

2. Languages at CKSC

English is the medium of instruction at CKS College except for language classes. It has precedence in the school's language programme. The school expects all teachers to carry out this standpoint. Hence, all teachers, with the exception of Language B, are expected to use English in teaching content and in their daily transactions with students.

To foster greater understanding within the community, we use English and Mandarin in school publications, on our website, on collateral, and in our communications with parents and with staff. At CKS College, we are committed to providing an inclusive and impartial learning environment.

3. Language Philosophy

The school's mission-vision statement guides language learning at CKS College. We honor and respect language as an inherent part of culture and its significant function in bringing understanding and harmony between cultures and the central role it plays in learning. We foster a multilingual and multicultural learning environment that provides an open window to cultural understandings. Through language learning, our students strive to make meaning in global context and within the community that they are in.

CKS College students come from different language backgrounds: English, Filipino and Hokkien. In addition to Filipino and English, students learn and familiarize themselves with Mandarin as early as Grade 1 and then study the language according to grade level specifications. Fundamentally, Filipino and English are mandatory as per the requirement of the national language policy. To address this requirement, language skills are well integrated in our curriculum and there are fixed times in the schedule to learn the host country language (Filipino) and mother tongue (Hokkien).

The school's policy along with the inclusion of second language teaching and mother tongue language support meets the needs of the students and reflects the principles of the programme. (As per the Programme, Standards and Practices of the MYP - Organization section B1.5)

At CKS College, we are proud of our linguistic diversity and recognize the challenges that come with it. All our teachers are dedicated in developing both written and spoken skills of students - fullest possible development of capabilities in speaking, listening, reading and writing skills - and supporting their mother-tongue development and language acquisition.

4. Objectives of the Language Policy

The primary objective of the school language policy is to enable all students to study in, use, and understand the language of instruction along with other languages.

The language policy document endeavors to provide a framework of language learning and describe academic progression of language studies and to emphasize the centrality of language in all learning areas. It aims to consolidate philosophy and beliefs at CKS College regarding language and its implementation in language teaching. It also aims to outline systems and strategies in place and present practices to support the development of English, Filipino and Mandarin and uphold the use of mother tongue in the school and the community.

This document will support any planning and implementation of language teaching, curriculum planning and professional development. In practice, this means we aim to:

- develop our students' ability to communicate in English, Chinese (Mandarin), and Filipino;
- equip our students with language skills necessary for academic success;
- prepare students for the challenges and opportunities of adult and working life in which technology and language play a vital role;
- ensure that teachers consider themselves as language teachers and provide professional development to assist them fulfill this duty;
- provide language support for students and resources to accommodate students' language needs;
- value language learning and its role in developing international mindedness and encourage students to be fluent in the three languages offered by the school;
- view parents as essential partners in the success of our students

5. CKS College Admission Policy and Language

The school implements a selection process within the boundaries of the inclusive nature of the IB programmes and establishes parameters to assure students' readiness to successfully handle the rigors and demands of each IB programme. Corollary to this, the school will only accept into the programmes existing regular students and those who have successfully been admitted into the CKS College. Students who do not meet the MYP/DP phase requirements cannot be admitted into the IB. Below are the minimum proficiency levels for admission to the IB as per the MYP/DP Phase descriptions (Language acquisition guide, 2014):

Grade Level	Filipino	Chinese	English
Grade 7	Phase 2	Phase 2	Phase 3
Grade 8	Phase 3	Phase 2	Phase 3
Grade 9	Phase 4	Phase 3	Phase 4
Grade 10	Phase 4	Phase 3	Phase 4
Grade 11	Phase 5	Phase 3	Phase 4

*Note: Language admission tests for DP will be administered to all Grade 11 applicants who have not gone through the MYP. All MYP and DP students must be registered in at least ONE Language A course.

6. The Role of the Teacher in Students' language development

CKS College expects that all teachers are responsible for language development of students. Apart from language teachers, all teachers are expected to communicate using English as the medium of instruction and correspondence with parents and students.

All Teachers are expected to participate in collaborative and reflection meetings, particularly those that focus on instructional strategies and needs identification to help students further develop their academic language proficiency.

7. Mother Tongue Support

Honing the mother tongue plays a critical role in studying another language. CKS College recognizes that mother tongue is an integral part of an individual's identity and it is important to affirm, value and promote students mother tongue. It also recognizes the need for developing and maintaining students' mother tongue. This belief encourages the attributes identified in the IB learner profile, as well as promotes responsible action and international-mindedness.

As described by our language profile, our students speak at least three languages – Filipino, English, Chinese (Mandarin or Hokkien). A big majority of our students speak Hokkien as their mother tongue. Although, Hokkien is not offered as a language course, this is enhanced in two non-IB classes – Chinese Culture and Chinese Math – in the time slot allotted. Filipino the national language is taught in all classes from grade 1 onwards. There are many occasions in school when the mother tongue and national language is used extensively for celebrations and festivals.

The mother tongue programme plays an important role in developing and affirming the student's personality and identity. However, the use of mother tongue should not impede learning the language of instruction or the second language.

7.1 Strategies for developing and supporting mother tongue

- The school library continuously seeks to develop a good collection of English and Chinese books and maintains a Filipiniana section. Students are encouraged to borrow books from the library on a regular basis.
- CKS College annually holds cultural celebrations which showcase the richness of Filipino and Chinese languages and cultures and are aimed to encourage the use of the target language in these celebrations.
- School events, including assemblies, reinforce the use of the three major languages at school: Filipino, English & Mandarin.
- The parent community is also actively advised to develop and maintain the mother tongue of their child.
- To assist in the development of Hokkien as mother tongue, all CKS College MYP students are required to take Chinese culture and MYP Chinese Math, both courses taught in Hokkien,
- School-wide circulars are released in both English and Chinese.

7.2 Language Intervention

IB students who continue to encounter language difficulties, despite admission requirements, are referred to the College's Language Center for after-school support. This action will be facilitated by the IB Coordinator.

8. Role of the Library

The Library is fundamental to the language programme at CKS College. The Library provides a learning space and an environment to promote reading and academic research. It maintains a range of print and online resources, including databases and subscriptions to online journals. The Library also maintains a collection of mother tongue resources, including Chinese, Filipino and English titles. Chinese titles include texts in both traditional and simplified Chinese characters.

The Library also plays a key role in developing and promoting academic honesty by supporting student understanding of the school's Academic Honesty Policy and the use of recognized citation and referencing conventions.

9. Language Pathways

We expect our students to be quadrilingual upon graduation. This expectation is clearly reflected in the school's language course offerings for the next three years. It also outlines the language proficiency that a student must possess for admission to the next level in the continuum

Diploma Program	DP Chinese B SL/HL Non-IB Chinese	DP Tagalog A Literature SL/HL Non-IB Filipino	DP English A Literature SL/HL DP English B HL
Middle Years Program	MYP Phase 5 MYP Phase 2	MYP Filipino A MYP Phase 2	MYP English A MYP Phase 4
Primary Years Program	Phase 4	Phase 4	Phase 5

In Language Acquisition subject, guidelines are in place to monitor students' placement. To make sure they are progressing and challenged, the school identified the maximum residency a student may stay in a language phase:

Language Phase	Maximum Residency
Phase 2	1 year
Phase 3 – Phase 6	2 years

10. Language Placement

10.1 Returning Students

Students are expected to stay in the same language phase for an entire academic year. Those who meet the maximum residency requirement are automatically promoted to the next language phase.

All students who get an overall achievement mark of 5 are automatically eligible for promotion to the next language level for the following academic year, barring teacher intervention with approval of the MYP Coordinator and Language Subject Head.

10.2 New Students

New students will be placed into their language phase through:

- An in-house language placement test
- A recommendation letter from the previous language teacher
- A review of previous grades in the language
- An individual interview with the Language Subject Head or designated teacher (as needed)

10.3. Appeals

At the start of each academic year, students are given a window of two weeks to appeal for a different language placement.

Students who wish to be placed differently, with valid reason, may submit a formal written appeal to the Registrar's Office, which is reviewed and approved by the MYP Coordinator and Language Subject Head.

All appeal results will be communicated to the students and parents by the Registrar's Office.

11. Language Policy Involvement

11.1 Review Process

The Language Policy is an evolving, working document. The current policy is based on present conditions, but may not be applicable to future instances. The policy is continuously developed to cater to students' language needs. In line with this, this paper will be reviewed by the following who compose the language steering committee every three years:

- Parent representatives
- Language Teachers (English, Filipino, Chinese)
- Librarian
- IB Programme Coordinators
- Directors of the English and Chinese Academic Instructions

- School President

11.2 Communicating the Policy

The Language Policy will be communicated to all the stakeholders at the start of each school year. Parents, students, administrative officials, and teachers will be part of an orientation regarding the Language Policy.

12. Policy Cross-Reference

This document should be used in conjunction with the following documents:

- Special Education Needs (SEN) Policy
- Assessment Policy
- Academic Honesty Policy
- CKS College Admissions

13. IB Programme Standards and Practices Addressed (2014 ed.)

13.1 Standard B2, Practice 11

The school utilizes the resources and expertise of the community to enhance learning within the programmes.

13.2 Standard C3, Practice 8

Teaching and learning demonstrates that all teachers are responsible for language development of students

13.3 Standard C4, Practice 1

Assessment at the school aligns with the requirements of the programme(s).

13.4 Standard C1, Practice 8

Collaborative planning and reflection recognizes that all teachers are responsible for language development of students

14. Appendix

Language Profile of MYP family taken on November 2018.

Table 1. Primary Language Profile

Language	Percentage of Total School Population
Mandarin	5%
Hokkien	42%
Cantonese	0%
Filipino	30%
English	23%

Table 2. Secondary Language Profile

Language	Percentage of Total School Population
Mandarin	68%

Hokkien	47%
Cantonese	5%
Filipino	68%
English	68%
Korean	1%
Portugese	1%
Japanese	1%

15. References

- Chiang Kai Shek College. (2016). The Chiang Kai Shek College Student Handbook | Basic Education (K to 12). Manila: Chiang Kai Shek College.
- IBO. (2014). Academic honesty in the IB education context. Cardiff: International Baccalaureate Organization (UK) Ltd.
- IBO. (2014). Language acquisition guide. Cardiff: International Baccalaureate Organization (UK) Ltd.
- IBO. (2014). MYP: From principles into practice. Cardiff: International Baccalaureate Organization (UK) Ltd.
- IBO. (2014). Programme Standards and practices. Cardiff: International Baccalaureate Organization (UK) Ltd.