



# Oakleigh Grammar

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| <b>Policy Document Name</b>                 | <b>MYP Language Acquisition</b> |
| <b>Date Ratified by Board of Management</b> | May 2020                        |
| <b>Date for Review</b>                      | April 2023                      |

## 1. Preamble

The Oakleigh Grammar Mission *is to create quality learning opportunities for every student to reach their full potential*. As such, language is the bridge between the past and the future: it is the carrier of knowledge, culture and heritage. Through language we understand who we are and we can shape who we are going to be. Oakleigh Grammar, through language acquisition strives to promote cultural awareness, empathy for others and international mindedness. All language acquisition students are encouraged to embody the IB Learner Profile attributes, becoming life-long learners in a global focused learning environment.

The Oakleigh Grammar community represents more than forty different cultures as such there is a diversity of language needs that are met through a range of classes including: language acquisition, Intensive English Language Program (IELP) and English as an Additional Language.

This document will provide an outline of our school's linguistic and academic goals and define the program designed to help our students attain these goals. This policy is intended to provide an overview and guiding principles for language learning at Oakleigh Grammar.

## 2. Oakleigh Grammar Language Acquisition profile

At Oakleigh Grammar, students develop language abilities through inquiry based learning. Using a differentiated curriculum, Oakleigh Grammar strives to provide an educational environment where all language students can flourish and broaden their linguistic capabilities.

Our language program:

- fosters respect for other cultures
- prepares students to become productive members of a global society
- promotes awareness of one's own language and culture
- allows opportunities for interdisciplinary connections

Oakleigh Grammar recognises that learning additional languages facilitates cognitive development and encourages internationalism. For these reasons, Oakleigh Grammar includes additional language learning as an integral part of the curriculum. At present Greek and Mandarin are offered to MYP students, the EAL programme is coordinated through language and literature. All language teachers are encouraged to foremostly use the target language for instruction.

### **3. Language phase allocation**

Applicants who do not have English as their first language are required to complete the Language Learner Profile when they enroll at Oakleigh Grammar. The information from the Language Learner Profile as well as an informal meeting with the student or consultation with the parents/ guardians, if necessary, determines the group/phase the student will be allocated to. Students that have prior knowledge of the language but need assistance in deciding the appropriate phase will take a placement test. In addition, students have an informal interview with the classroom teacher to ensure they have been placed in the correct phase.

### **4. Responsibilities**

It is the shared responsibility of the **Head of LOTE** and the **teachers of Languages Other than English (LOTE)** to oversee the program designed for the acquisition of the Language other than English in the Middle School and Senior School (Years 6-10).

It is the responsibility of the **teaching staff** throughout the school to utilise the training, resources and strategies afforded to them to create learning environments that are inclusive and responsive to the language and cultural requirements of all students and families in their charge to the best of their ability.

### **5. Differentiation and Assessment**

At Oakleigh Grammar we run a differentiated curriculum which allows students of various levels of Language Acquisition to have the opportunity to acquire a significant amount of target language instruction. Differentiation in language lessons is based on best practice according to the standards and practices of the IB. All teachers respond to students' needs and may therefore provide individualised instruction guided in some cases by specific learning goals and Individual Learning Plans. Teaching strategies may include working in small groups, using different resources with different levels of language complexity, as well as changing the level of questioning and tasks for individual students.

Units are designed to blend MYP aims and objectives with the Australian Curriculum. Emphasis is placed on listening, speaking, reading, and writing. Formative and summative assessments are used to enhance teaching and evaluate student progress, which are assessed with MYP criteria. Courses encourage students to appreciate other cultures as well as their own.

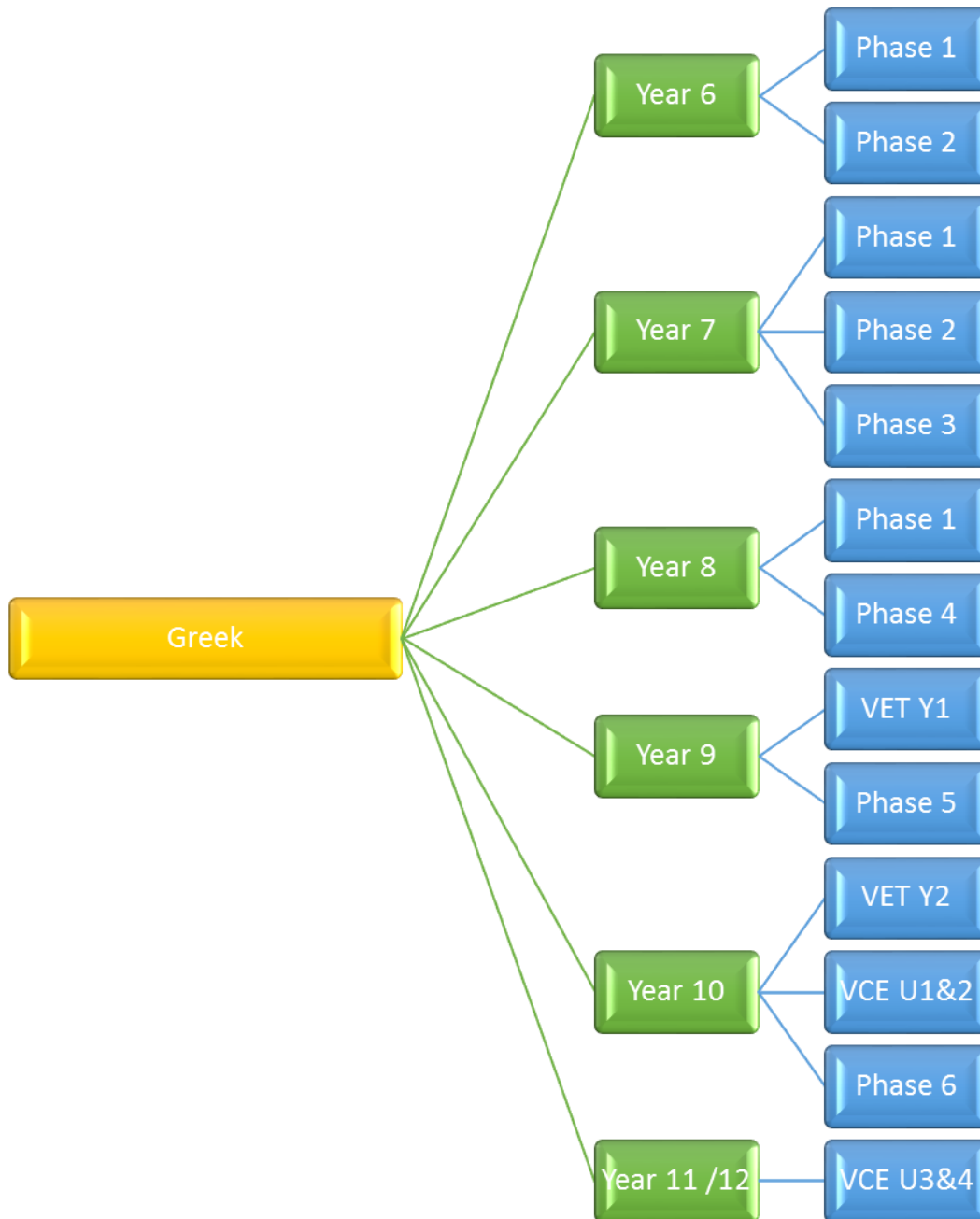
## **6. Student Placement**

Students commence their MYP Language Acquisition in Year 6. Students in year 6 who have previous experience in the Greek Language are enrolled in Phase 2 while all other students are enrolled in Phase 1. All Year 6 students are enrolled in Phase 1 Chinese for one semester. At the end of Year 6 students select the language they will be continuing with till Year 10, either Greek or Mandarin, however as per the IB Language Acquisition guide, students are able to change languages if they have successfully completed phase 4.

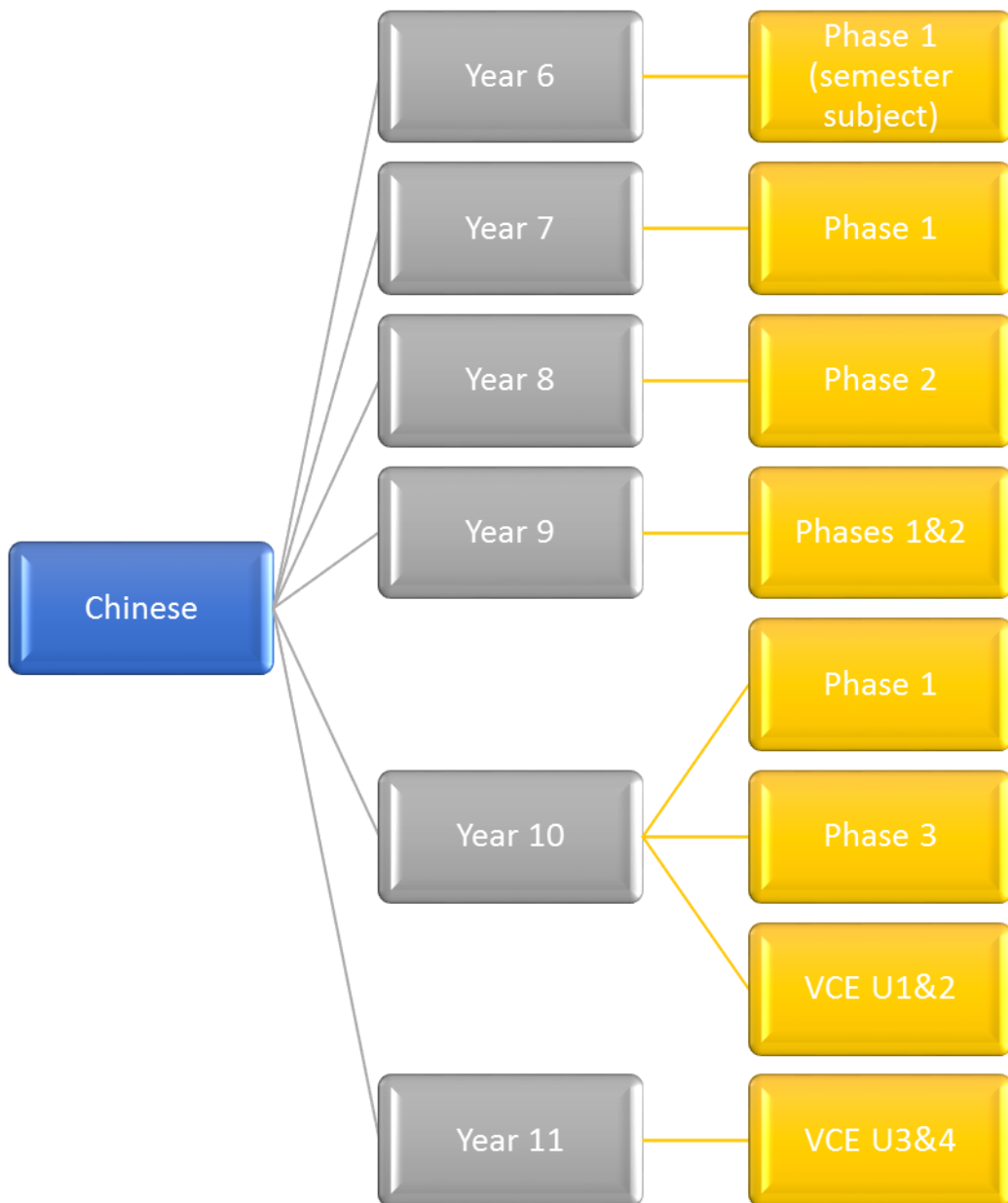
In Year 9 there are two groups of language learners, one is a Greek phase 5 which is the continuation from Year 6 and one group who are enrolled in Certificate II in Applied Language (10297NAT) through the Department of Education and Early Childhood Development, RTO Victorian School of Languages. This is a two year accredited course which is completed at the end of Year 10.

Continued over the page are the language acquisition phases for Greek and Mandarin.

## 7. Language Acquisition Phases/ Courses: Greek



## 8. Language Acquisition Phases: Chinese



## **9. IELP – Intensive English Language Program**

The Oakleigh Grammar Intensive English Program (IELP) is designed to cater for newly arrived international students who will benefit from attending specialised intensive English language classes before transitioning into the mainstream school.

Coursework centres on the required English language and academic skills in speaking, listening, reading and writing in a Secondary School setting. The program aids to build confidence and success in individual skills, focusing on knowledge of Australian culture and the Australian education system.

The IELP courses run alongside the mainstream curriculum and have been designed to gradually integrate students into mainstream subjects as they progress in course levels. Elementary and Pre-Intermediate students are enrolled in preassigned mainstream subjects. Whereas Intermediate students are given choices of mainstream subjects in which to integrate. Students also attend fortnightly school assembly, regular church services, camps and cultural and social activities within the school.

IELP has 24 hours of contact time where speaking, writing, reading, listening, group work, library and IT skills are developed. Students have access to the school library and IT facilities to support their learning.

## **10. EAL – English as an Additional Language**

Our learning community at Oakleigh Grammar is dynamic in nature. The learning needs within our school are diverse. Differentiation within our learning and teaching programs is essential to cater to the individual stages of learning and development of our students. There are challenges to students who enter into our learning community with English as an Additional language (EAL) as well as the challenges to the teachers who support them.

Our school is committed to supporting and integrating our students who speak English as an Additional or other Language into meaningful learning programs through English-medium approaches. It is important for these students, both educationally and emotionally, that we integrate them into our learning community and that we need to interact with them meaningfully and often.

The goals for students learning English as an Additional Language are the same as those of their English-speaking peers. However, the way that they reach these goals can be different. These students require additional English language support, extra time to complete activities, support and varied exposure to English in a range of contexts before traditional assessment is entirely appropriate.

In Middle School, Years 6 – 9, students for whom English is an additional language follow the MYP Language and Literature curriculum alongside their peers. However, in order to ensure their individualised learning needs can be met, students with less well-developed language skills are placed into the Language Support class in their Year Level. The reduced class size assists teachers in providing more individualised support than might be possible in a larger group setting.

In the final year of the MYP Programme, Year 10, English Language and Literature classes are grouped into mixed ability mainstream classes and one EAL class. This EAL class is designated as such in order that the specific needs of students may be met. The Year 10 class follows the same Language and Literature curriculum and units of inquiry as their mainstream peers. As befits the needs of these students, the inquiry is highly scaffolded, assessment tasks, while addressing the same outcomes and criteria are modified and scaffolded and the application of the assessment criteria considers the nature of the EAL context.

### **11. The role of the library**

The library plays an important role in language acquisition and offers books in English, Greek and Mandarin. In addition it provides guidance in referencing protocols and preferred bibliographic styles.

### **12. Definitions of terms as used in this document**

**Mother Tongue** refers to any of the following:

- a language used at home and elsewhere beyond the classroom, in a sustained, fluent manner across the macro skills of listening, speaking, reading and writing
- the first language that the student has learnt
- the language communicated in, at native-speaker competence

**Language Acquisition** refers to:

- a course of study in MYP of a language other than English

**International mindedness** refers to:

- the promotion of intercultural awareness and understanding through embracing diversity and taking action on a local, national and global context.

### **Reference List**

Australia. Victorian Curriculum and Assessment Authority. (2019). *English as an additional language*. <https://victoriancurriculum.vcaa.vic.edu.au/> (accessed Friday 20 March 2020)

International Baccalaureate Organisation. (2014). *MYP: From principles into practice, Developing a Language Policy*. United Kingdom: International Baccalaureate Organization

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