

NamSung Elementary School Language Policy

NamSung Elementary School recognizes that language is essential for exploring and maintaining individual development, cultural identity, and intercultural understanding. Language is a primary medium of social communication and is closely linked to cognitive growth, as it is a vital tool in the negotiation and construction of meaning and knowledge. It is a crucial tool for building knowledge about our existence in this world. Therefore, believing in the close relationship between language and success in school, we aim to support students' language development by establishing language policies that assist in learning, reading, and writing abilities. We strive to help students acquire their mother tongue and acquire various languages.

1. Language Philosophy

The educational community of NamSung Elementary School supports multilingualism to cultivate individuals with international competence in line with the IB and the school's educational objectives. All learning community members implement language education, including mother tongue and additional language education. In doing so, we provide linguistic support to ensure that all students can effectively engage in inquiry-based learning. This language policy document is executed with all school education policies, including assessment and admission policies.

Namseong Elementary School believes:

- We respect that language is essential for learning, thinking, and communication and acknowledge that each learner's stages and approaches to language development vary.
- We respect and support the mother tongue of learners, teachers, parents, and all learning community members.
- We believe language learning can foster an international mindset by affirming cultural identity and promoting understanding of diverse cultures and perspectives, and we support language development in all inquiry programs.
- We understand and support that language permeates all subject areas and that learning about and through language is essential.

2. Purpose of Language Policy

The purpose of this document, applicable to all grades, is as follows:

- To integrate ideas about language across the entirety of the IB program.
- To specify a general foundation and understanding of language learning in the school's IB program.
- To provide language and learning-related pedagogy guidelines in the school's IB program.
- To offer policy guidance to students, teachers, parents, and other school community members.

3. Implementation of Language Education

Language is integral to all school activities. Particularly in classrooms, language plays a crucial role as students construct meaning through language, making it essential for inquiry.

- NamSung Elementary School, a privately accredited school by the Ministry of Education in South Korea, has a language profile within the school community that is predominantly composed of Korean as the mother tongue for most students.
- Korean and English are instructional languages in classrooms at NamSung Elementary School. Subjects within the Korean curriculum are taught in Korean, while the additional language program is delivered in English. We adapt the Cambridge International Curriculum to the PYP framework to facilitate language learning through a student-centered inquiry process. Language education is supported throughout the curriculum, with both Korean and English used in classrooms to promote the development of conceptual understanding.
- For the smooth development of the Korean language, the following educational practices are being implemented:
 - o Korean Language Learning Time: All classes secure instructional hours for independent language learning, and language education is also integrated into other subject areas.
 - o Intensive Korean Language Education: First-grade students receive 68 hours of intensive Korean language education, with homeroom teachers providing differentiated instruction based on students' language proficiency levels.
 - o Basic Academic Assessment: Basic academic assessments are conducted for grades 2-6 students to evaluate Korean language proficiency (writing and reading). These assessment data are used to provide differentiated instruction and support learning.

- o Support for Non-Native Korean Speakers: For students whose mother tongue is not Korean, books and materials are provided in their native language, and various school activities celebrating diverse languages are offered.
- For the smooth development of English, the following educational practices are being implemented:
 - o English Language Learning from Grade 1 to Grade 6: Students learn English as an additional language from first to sixth grade.
 - o Proficiency Varies: Some students may already be proficient in English at a native level.
 - o Varied Assessment Methods: Various assessment methods diagnose students' English acquisition stages. Classes are then tailored to align with these stages.
 - o Mixed-Level Classes: Some English classes involve students at various stages of English acquisition learning together. In these instances, teachers provide differentiated learning opportunities using multiple teaching strategies tailored to students' language acquisition stages.
- Support for Mother Tongues Other than Korean and English
 - o To support students whose mother tongue is a language other than Korean or English and to promote their mother tongue education and cultural identity, the school provides the following:
 - o Dual-Language Books, Second Foreign Language Books, and Multicultural Book Corners: The school offers sections in the library dedicated to dual-language books, books in second foreign languages, and multicultural books.
 - o Home Communication in Parents' Native Languages: If necessary, the school provides newsletters or communication materials in the native languages of students' parents.
 - o Interpretation Services: Interpretation services are available during student and parent consultations to facilitate communication between the school and parents who speak languages other than Korean or English.

4. Policy Review

NamSung Elementary School's language policy is reviewed annually. This review is led by the Language Policy Operating Committee, which consists of the PYP IB Program Coordinator, English subject teachers, Korean language teachers, and the librarian. The committee references the latest language learning research and IB publications on language learning. Teacher, parent, and student feedback regarding the policy may also be considered during the review process. The

NamSung Elementary School Board approves the final policy of Directors.

References

IBO(2014). Programme Standards and Practices.

IBO(2018). Enhanced PYP; Learning and teaching.

IBO (2021). Guidelines for developing a school language policy

Korean Ministry of Education(2015). Elementary Curriculum Guide