



PO LEUNG KUK CHOI KAI YAU SCHOOL  
LANGUAGE POLICY

AUGUST 2020

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## Overview

CKY is a bilingual school. In order to maintain an effective language environment, teachers are expected to observe the following:

- a. All teachers are language teachers. Depending on their medium of instruction, teachers are expected to speak in the language of instruction with students and parents at all times;
- b. All teachers are expected to speak in the language of instruction with colleagues in the presence of students;
- c. Subject teachers should refrain from punishing students should they fail to speak the language of instruction in class, but should encourage and motivate students, or to arrange extra time for them to practise their language (for example, class presentations or hosting activities).
- d. Subject teachers are expected to consistently arrange subject-related language tasks for students to verbalize their thoughts and opinions as well as to practice subject vocabulary.

Teachers may consider organizing:

- i. groups tasks and reporting
  - ii. discussions
  - iii. presentations
  - iv. debates
  - v. reading and reciting
  - vi. drama
- e. On the condition that it does not embarrass students, subject teachers should correct students' erroneous use of language (grammar, use of vocabulary, inappropriate use of language in specific social situations).

## General Statement

1.1 As stated in our education mission, we aim to produce students who are assets to Hong Kong, China and the world. The school offers an excellent learning environment, including appropriate teaching targets, effective teaching strategies, well-qualified staff, a student-centred curriculum and ideal teaching facilities. The school values the cooperation

of parents, cultivates a desire for learning among students, fosters an ethos of a learning community, and aims to provide a happy and stress-free environment in which students can develop into righteous, responsible, knowledgeable, internationally-minded and independent life-long learners who can face the challenges of the future.

1.2 Po Leung Kuk Choi Kai Yau School (CKY) is a bi-lingual school offering students an enquiry based, challenging and stimulating education in the medium of English and Chinese (Putonghua and Cantonese).

1.2 Language plays an integral part in supporting the mission statement at CKY.

1.3 At this school, we aim to enable children to function as internationally minded citizens who are responsible, self-aware and can function capably and comfortably within and between cultures.

1.4 Developing an ability to communicate in more than one language is seen as an integral part of meeting this goal.

1.5 At CKY every teacher is a language teacher. Students also have an opportunity to acquire a third language (French, Japanese, and Spanish) in Year 6-8.

1.6 As stated in our education vision statement, we believe experience and vision complement each other. We believe that each child loves learning and has different potentials. Provided that their interest is stimulated, that they are given appropriate guidance, that they are given opportunities to develop their confidence, that they are cared for and constantly encouraged, they will become outstanding people.

1.7 The linguistic opportunities within the school are considered to be a key strength and a rich resource in the promotion of language learning amongst our students.

### **Language Profile of Students at CKY**

2.1 To avoid confusion, the terms “Putonghua” and “Cantonese” will be used throughout this document to refer to the spoken form of Chinese. When the term “Chinese” is used, this shall refer to the written form.

2.2 The student body at CKY is predominantly local Chinese and currently approximately 98% of students in this school speak Cantonese as their First Language.

2.3 The remainder of the school body is comprised of nationals who speak English or another language as their first language.

2.4 Approaches to teaching are employed to differentiate between the needs of students

according to their individual language profile.

2.5 It is possible that the ethnicity and country of origin of the student body at CKY will become increasingly diversified in the future. The teaching community at CKY understands the importance of an individual's entitlement to maintain their First Language and will take appropriate steps to ensure that each student has the opportunity to foster the development of their first language either from direct support at school or in conjunction with independent tutors in the community, if this support is not available at school.

### **Medium of Instruction**

3.1 CKY strives to promote a bi-lingual environment through language immersion and this practice will be implemented in the IB DP.

3.2 The language of instruction of the academic curriculum at CKY in Year 1 is English and Chinese (Cantonese).

3.3 The language of instruction of the academic curriculum at CKY from Year 2 to Year 12 is English and Chinese (Putonghua).

3.4 The learning of a third language (any foreign language) is conducted in that language.

3.5 Students are expected to communicate during lessons in the specific language of instruction of that lesson. Students are similarly expected to communicate with teachers outside of lessons (such as recess or lunchtime) in the specific language of instruction, and teachers should continually reinforce this expectation. Teachers support students by providing them with subject specific language of learning and strive to ensure that this language is accessible to all through various visual and auditory forms.

3.6 To enhance the learning of subject specific language, students should consistently use the language of instruction with their teachers. It is hoped that this will allow students to continue to expand their vocabulary in the language of instruction.

3.7 At CKY we encourage our students to be truly bi-lingual citizens and provide ample opportunity to ensure the development of Chinese and English.

3.8 Students will ordinarily pursue the Extended Essay core element of the DP in English, however the possibility of completing the Extended Essay in Chinese (traditional form) is also available in Group 1 and Group 2.

3.9 The Theory of Knowledge adopts a bi-lingual approach and students receive instruction in both Putonghua (Chinese) and English to enhance learning and understanding.

3.10 Students are provided with opportunities to pursue components of the CAS programme through the medium of English, Cantonese (Chinese) or Putonghua (Chinese).

3.11 Students are encouraged to use Putonghua and English as a mode of communication outside of the classroom.

### **Language as a means of Inclusion**

4.1 At CKY teachers and students recognize that language is essential for inclusion.

4.2 Students are encouraged to use language to include others and to communicate in a language, which can be understood by all parties present.

4.3 Through various initiatives, students are encouraged to use language with increasing proficiency to become more effective communicators and as a way of including others.

4.4 CKY does not seek to punish students, but rather seeks to reward the efforts of students for using language inclusively.

### **Language and Culture**

5.1 CKY recognizes that language is crucial to the enjoyment of a broad spectrum of cultural rights.

5.2 The first language of a student is considered to be part of a student's heritage and identity. Students' first language is respected.

5.3 Students are encouraged to celebrate their national and cultural identity and to use their first language in many venues outside of the classroom. School initiatives allow students to celebrate and share their culture with the whole school community.

5.4 Many opportunities are provided for students to speak Cantonese in school as follows:

- (a) Some after-school clubs and activities are conducted in Cantonese, Part of the MECS programme is delivered in Cantonese,
- (b) Student Counseling from the Student Guidance Officers may be conducted in Cantonese if requested,
- (c) Every child learns to play a musical instrument at CKY and students may choose to receive music instruction in Cantonese, if required,
- (d) Some community service visits are conducted in Cantonese,
- (e) Some local competitions are administered in Cantonese, and;
- (f) Some teaching staff and administrative staff speak Cantonese and they may

converse with a student in Cantonese if Cantonese would allow both parties to communicate more effectively in particular situations when certainty is required.

5.5 CKY provides those students who do not speak Cantonese as a first language with the opportunity to learn to use Cantonese and all students are welcome to participate in the activities mentioned above. Teachers of such activities encourage students who do speak Cantonese more fluently to help those students with translation whenever needed.

### **Language support for Students**

6.1 Students who either have difficulty with English or Chinese, or have no prior knowledge of Chinese receive support from Intensive Language Classes in either language.

6.2 Intensive Language Classes are introduced in the Primary Years and are conducted after school.

6.3 Students may also receive additional support after school from a teacher at CKY.

### **Promoting Languages around CKY**

7.1 The school promotes the use of different languages to ensure that all teachers, parents and students can access information equally.

7.2 All signage and logos around the campus are printed bilingually in English and Chinese.

7.3 All documents, letters to parents and notices are printed bilingually in English and Chinese.

7.4 At CKY braille signage has been placed in many shared areas.

7.5 All assemblies organized by students are presented bi-lingually in English and Putonghua.

7.6 All assemblies organized by teachers are presented in English, Putonghua or Cantonese.

7.7 All presentations made by students are bilingual in English and Putonghua.

### **Language Selection - IBDP**

8.1 Students are encouraged to pursue a bilingual diploma in either of the following two ways:

a. By studying two languages (English and Chinese) in Group 1 of the DP and achieving 3 points or more in both languages, or:

b. By studying Chinese in Group 1 and scoring 3 points or more in a group 3 or 4 subject.

8.2 Students are encouraged to select their first language as a Group 1 subject.

8.3 Students are also encouraged to select a second language in Group 1 if they are bilingual or if they have demonstrated a competency and the motivation to pursue that additional language in Group 1 at DP level.

8.4 The School provides instruction in Group 2 languages for those students who are not bilingual and those who wish to acquire skills in another language, including French and Spanish.

8.5 Other than English and Chinese, the School Supported Self-Taught Language Group 1 Literature course is available to students whose first language is neither English nor Chinese.

8.6 The School will be proactive in ensuring that its students will not be discriminated against in any way regarding their language ability.

### **The Wider School Community**

9.1 Parents and other members of the CKY community are regularly informed about language developments in the School and are encouraged to collaborate with Senior Management and teachers in respect of promoting language initiatives.

### **Future Planning**

10.1 CKY is committed to serving the international community and actively encourages the intake of international students.

10.2 Our language policy may be reviewed to meet the needs of students, where required.

10.3 In reviewing the Language Policy, all stakeholders will continue to be consulted, including the PTA, teachers, school administrators, students and the school sponsoring body.

10.4 As the student body diversifies, the number of divergent first language speakers is expected to increase. While maintaining the school's primary aim to foster and promote bilingualism in English and Chinese, CKY will seek to meet the language and other needs of its students.



*The Language Policy is reviewed every two years by the senior management team and was last reviewed in August 2020.*

**Reference**

“Guidelines for school self-reflection on its language policy.” *IBO*. 2012. Web. 20 August. 2020.

“Language and learning in IB programmes.” *IBO*. August, 2014. Web. 20 August. 2020.

“Learning in a language other than mother tongue in IB programmes.” *IBO*. April, 2008. Web. 16 March. 2016.