



BEACONHOUSE
NEWLANDS
Lahore



Beaconhouse Newlands

IB PYP & MYP
Language Policy

*Developed in: Academic Year 2015-16
Reviewed in: Academic Year 2020-21 (MYP)
Last Updated: Aug 2021*

Note: Newlands Language Policy is aligned with the Newlands Assessment Policy, Admission Policy, Inclusion Policy and the Pakistan Single National Curriculum 2020-21

Beaconhouse Newlands Mission Statement

Beaconhouse Newlands nurtures culturally diverse, responsible global citizens, contributing to a safer planet in an inclusive learning community combining core values with inquiry based curricula

Beaconhouse Newlands péiyǎng duōyuán wénhuà, fù zérèn de quánqiú gōngmín, zài bāoróng xìng xuéxí shèqū zhōng

wèi gèng ānquán dì dìqiú zuò chūle gòngxiàn-jīāng héxīn jiàzhí yǔ jīyú cháxún de kèchéng xiāng jiéhé.

Beaconhouse

Newlands

培养多元文化，负责任的全球公民，在包容性学习社区中为更安全的地球做出了贡献-
将核心价值与基于查询的课程相结合。

بیکن ہاؤس نیو لینڈز کا مقصد اپنے متعلمین کو ایسے تحقیقی نصاب سے روشناس کروانا ہے جو ثقافتی وسعت کی نشوونما کرتے ہوئے طلبہ کو ذمہ دار عالمی شہری بنائے جس کی بدولت یہ متعلمین عالمی سطح پر مثبت کردار سے اس کرہ ارض کی حفاظت کے لئے عملی کردار اقدامات کر سکیں۔

Purpose of the Language Policy

The language policy document is a working document that is developed by the teachers and pedagogical leadership in consultation with the parents and school community keeping in mind the language profile, cultural contexts and needs of the learners. The document derives its focus from the IB PYP/MYP framework. The document is intended to be read by and shared with the key stakeholders i.e. teachers, students, parents, staff and Board of Governors.

This document aims to:

- Outline the language philosophy that underlies teaching and learning at Beaconhouse Newlands, an IB WORLD school.
- define the role of language in driving inquiry in the MYP that in turn enables learning of language and language for learning
- recognize the role of languages in cultural development of the learners and support of the community in enabling this
- recognize the importance and value of home language and support for home language and additional languages taught
- acknowledge the role of all stakeholders: teachers, students and parents in supporting language development and learning
- provide a pedagogical framework of language skills development through authentic and contextualized experiences structured around communicative approach and whole language learning
- define the role of bilingualism, aligning with the implementation of the Single National Curriculum

Language Philosophy

Language is the vehicle for learning and drives inquiry in the PYP/MYP, connecting learners' prior experiences and current understanding in a purposeful and authentic learning experience for all of our learners. We at Newlands, believe that language learning lies at the heart of all learning and defines how we view ourselves and make sense of the world around us. All teachers are responsible for language development. The school community recognizes that ideas, feelings, attitudes and identity are shaped by the language(s) we use to express and communicate. There are a variety of authentic experiences both inside and outside the class throughout the school day that help develop the Learner Profile attributes including being effective communicators.

All stakeholders believe that learners can learn and benefit from learning multiple languages. Home languages are valued and respected and are seen as integral to not only maintaining cultural identity but also as a critical factor in academic success and acquisition of other languages.

Bilingualism

Bilingual teaching is a method to engage learners for conceptual understanding and deliverance of content in two languages. The purpose of learning engagements is to establish communication between the learner and the learning. Being bilingual supports the same in the classrooms, where there are learners who are developing proficiency in both languages and any language barrier will not hinder the process of learning.

In context to the Single National Curriculum (SNC), it is important to adopt the bilingual method in order to meet and excel in achieving the benchmarks that are set nationally.

Introduction and Language Profile

Language Demographics:

Total Enrollment in the PYP, MYP, Academic Year 2021-22: Approx 600+

Nationalities: Pakistani – a few from USA, Canada, UK, UAE, Germany

Predominant Populations: Pakistanis from the province of Punjab

Language Surveys conducted in 2016 and 2020 to ascertain the languages spoken by the teachers and learners at Newlands.

Language of Instruction:

Language of Instruction: English and Urdu Languages

Taught: English, Urdu, Mandarin (MYP 1-3)

Language Profile:

The medium of instruction is English and Urdu. Both are significant connecting elements across the school curriculum, within and outside its transdisciplinary programme of inquiry.

Urdu is the national language and home language of nearly 95% of the staff and learners. It is a national requirement to teach Urdu in all Pakistani schools and teach some subjects in Urdu as well. Learners are required to have passed the exam at the end of the final year of school (O level, matriculation or IB MYP) to get admission in any college/university in Pakistan.

Most learners come from homes where Urdu is the mother tongue and a few students speak other regional languages (Punjabi, Pushto, Sindhi, etc) as their home language thus making English a third language for some of these speakers. All the administrative staff and teaching staff speak English and the majority is fluent in Urdu. At Newlands, we have a few learners who come from international schools, where they had learned other international languages e.g. French, Arabic, Spanish & German but are at A1 (CEFR)

*Learners who come from a different language background/mother language (other than English and Urdu) are supported through bilingual instruction. School does not have provision for teaching and supporting learners who are non-speakers of English hence, cannot offer admission.

Urdu Support/ Promote Program is offered to learners who have no prior exposure to the Urdu language (mostly those who are coming from abroad). Being a premier educational institute and an IB World School, we feel it is our responsibility to give these learners a head-start in learning and love for the Urdu language. Learners holding a foreign passport or those who have little to no exposure to Urdu at the time of joining the school, are placed in the Urdu Support Programme (USP) for a maximum of two years. After initial baseline assessment they are placed in either level 1 or level 2. Home support is recommended and school guides parents on providing exposure to Urdu through reading and reinforcement. Differentiated tasks and instruction is provided to these learners both in class with other learners and sometimes as separate groups.

Additional Language: Learning an additional language brings the benefit of having access to different cultures and perspectives, thus enriching individual lives and facilitating international mindedness. From age 7 onwards students were offered French as an additional language till year 2016. From 2017-18 learners from class 3-5 were learning French. After a parental preference survey, Mandarin is now being offered from classes 3 to class 8.

Language Programme Overview:

In Pakistan, Urdu is the national language and the lingua franca that connects speakers of different regional languages. English is the medium of instruction in the private sector schools and is also the official language predominantly used in Higher Education, Trade and Business as well as Judiciary. English enjoys considerable prestige as a world language.

We also value the importance of our national language; hence, Urdu is being learnt in a more interactive and integrated environment. Reading opportunities are provided to the learners by facilitating them in libraries by an addition of a variety of Urdu classic and contemporary books. Children are encouraged to borrow these books from the library on alternative weekends. Classroom library corners are equipped with age-appropriate books in both English and Urdu. Very young children, especially in Early Years, are supported in expressing their needs and wants in their mother tongue or home language (mostly Urdu in our case) as they feel more comfortable and acknowledged, similar kind of support is provided to the learners who have been exposed to Urdu language at a later age- in their Primary or Middle Years.

Pedagogy: All teachers are language teachers and therefore have the responsibility towards facilitating language development and cognitive skills necessary for academic progress. The language scope and sequence document provides a balance in:

- Learning language
- Learning About language
- Learning Through Language (Halliday, 1980)

The overall pedagogy promotes integrated language development and focuses on language as a transdisciplinary element throughout the curriculum.

The benchmarks for each level are structured according to the Single National Curriculum and IB PYP/MYP Scope and Sequence document as follows:

English Language

- **Oral Language:** Listening and Speaking
- **Visual Language:** Presenting and Viewing
- **Written Language:** Reading & Writing

Mandarin:

- **Listening** 0-8
- **Speaking** 0-8
- **Reading** 0-8
- **Writing** 0-8

References:

International Baccalaureate (2008) Guidelines for developing a school language policy International Baccalaureate (2014) Language and Learning in IB Programme

2009, Primary Years Programme, Making the PYP Happen: A curriculum for making the PYP happen

Single National Curriculum (Urdu and English Language scope and sequence)