



UNIS HANOI LANGUAGE POLICY



LEARNING TO INSPIRE

Table of Contents

United Nations International School (UNIS) Hanoi Language Regulations	4
Language Philosophy	4
Language Principles	4
Language Practices	5
Glossary	6
UNIS Hanoi Language Placement	7
UNIS Hanoi English as an Additional Language (EAL) Regulations and Practices	10
Philosophy	10
Principles	10
Practices	10
EAL Student Identification for Placement	10
EAL Classes & Support in ES	11
EAL Transition	11
Elementary School	11
Middle School	11
English Language B in High School	11
UNIS Hanoi Mother Tongue (MT) & Independent Studies (IS) Regulations and Practices	12
Philosophy	12
Practices	12
Voluntary Mother Tongue Group (VMTG) Model	13
Contractual Mother Tongue Group (CMTG) Model	14
Further Guidelines	14
Frequently Asked Questions	15

UNIS Hanoi

Mission, Vision and Values

Mission

Guided by UN values, we inspire all learners to strive for academic and personal excellence and empower students to create positive, sustainable impact.

Vision

Our learning community will be an inspirational role model for a better world.

Values



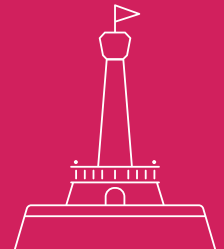
Curiosity

Inquire and ask questions.
Think critically and seek solutions.
Follow your passions.



Courage

Persevere.
Learn from mistakes.
Be bold and brave.



Community

We care.
Show respect.
Everyone is included.



Integrity

Be authentic.
Do the right thing.
Make good choices.



Responsibility

We are not bystanders.
Make a difference.
Own your actions.



Diversity

We are stronger together.
Everyone belongs.
We work for a just world.



United Nations International School (UNIS) Hanoi Language Regulations



Language Philosophy

UNIS Hanoi believes that language is at the heart of the human experience and language is central to knowing, learning and communicating. UNIS Hanoi inspires all students to strive for personal and academic excellence. English is the shared language of our community and we support students to become confident, reflective communicators in more than one language. We know that learning language, learning through language, and learning about language are fundamental to cognitive growth and support the development of personal cultural identity as well as an appreciation and understanding of the diversity of our world.

Beliefs

1. **All teachers** are teachers of language and are responsible for developing students' English language abilities.
2. Maintenance of Home Languages is **identity**-affirming.
3. A high level of proficiency in a Home Language exerts a positive influence on academic and intellectual development.
4. Trans-linguaging allows students to use their full linguistic repertoire to empower them to reach their potential.
5. Learning an additional language is an opportunity to develop literacy skills and to promote **intercultural awareness and international**
6. Language learning refers to all strands of language: listening, speaking, reading, writing, presenting and viewing (media literacy)
7. The learning of language is a social act and involves the construction of meaning through its use.

mindedness – regardless of the language being studied.

Language Practices

AS A SCHOOL, UNIS HANOI WILL:

1. Promote English as the primary language of instruction and provide a programme and curriculum that will enable students to achieve full competence in this language.
2. Provide opportunity for students to study an Additional Language within the school day starting from grade 1 (age 6). For Early Childhood students (Discovery to Kindergarten) the additional language opportunity will be provided through the Vietnamese Language and Culture programme.
3. Employ language teachers who have a strong pedagogical background regardless of native language spoken by that teacher.
4. Provide a coherent Additional Language programme from Elementary, Middle and into High School.
5. Work with parents and the community to support the development of Mother Tongue language.

ALL TEACHERS WILL:

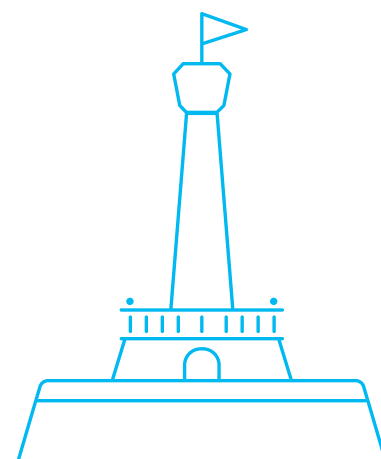
1. Consider themselves as teachers of language, through supporting language learning along with the learning of content of their particular discipline.



2. Provide opportunities for students to construct their own social language acts and understandings while assisting students to discover and follow their own particular strengths/ learning styles regarding the learning of language.
3. Provide opportunities for students to express themselves using their Mother Tongue.
4. Expose students to a variety of languages, audiences, literature symbols, forms of language and communicating.
5. Implement authentic, inquiry-based learning experiences in order for students to develop language skills in context.
6. Participate in professional development as appropriate in order to support the learning of the students in their classes. (Ex.: SIOP training).

PARENTS WILL:

1. Actively support the development of their child's Mother Tongue language.
2. Assist their child in determining the language pathway to follow at UNIS.
3. Communicate with the school the details of their child's language history and background.





Glossary

GENERAL

Medium of Instruction (MOI): the language used for educational instruction.

Mother Tongue (MT): “The term mother tongue is used in the research literature in various ways. It may denote the language learned first; the language identified with as a “native” speaker; the language known best; the language used most. When used in this document, it includes all those meanings.” (Learning in a language other than mother tongue in IB programs, April 2008)

Home Language (HL): Language spoken commonly at home. Home language may be a student’s Mother Tongue language.

English as an Additional Language (EAL): referring to the support offered to students at UNIS for students whose Mother Tongue is not English.

Independent Language Study (ISL): mother tongue independent language learning in Grades 9 and 10.

Additional Language or World Language (WL): Language other than home language or UNIS’s primary language of instruction, English.

IB SPECIFIC

Language A: refers to the IB DP Language and Literature and Literature programmes, and MYP Language and Literature (available in 55 languages).

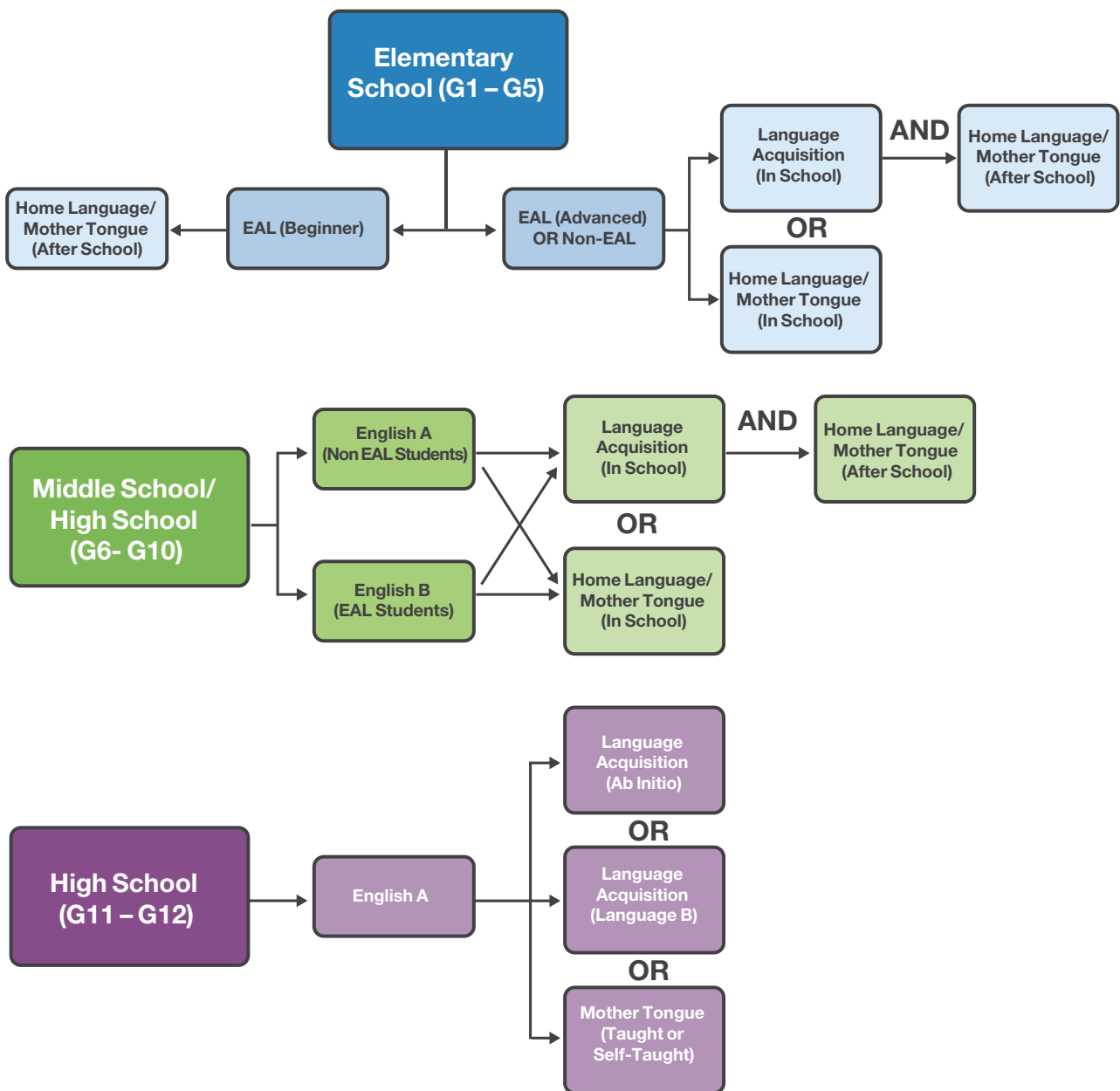
Language B: Often referred to as **Language Acquisition**. A class in MS and HS studied at a variety of phases (1 - 5).

School supported Self-taught Language (SSST): Diploma Language A Literature independent language learning.

Bilingual Diploma (BD): awarded to candidates who successfully complete two languages selected from the DP course studies in language and literature.

UNIS Hanoi Language Placement

Languages at UNIS Hanoi



PYP (Early Years - Grade 5)

“The International Baccalaureate® (IB) is committed to supporting multilingualism as a fundamental part of increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds.”

All students in the International Baccalaureate (IB) Primary Years Programme (PYP) in Grades 1-5 have the opportunity to learn more than one language. Starting in Grade 1 students can choose between one of the UNIS’s World Language classes, Vietnamese, French or Mandarin. In addition, students can opt to attend their Mother Tongue class if it offered and parents wish to support this programme above and beyond UNIS’s World Language offerings. In partnership with parents and the community, UNIS offers the following Mother Tongue languages: Danish, Dutch, German, Japanese, Korean, Mandarin, Swedish, and Vietnamese.

Students in Early Years do not receive formalized language classes but do receive Vietnamese Cultural Studies and Kindergarten students receive Vietnamese World Language classes.



MYP (Grades 6 - 10)

“MYP language acquisition is a compulsory component of the MYP in every year of the programme. It is a requirement that schools provide sustained language learning in at least two languages for each year of the MYP.” [IBO](#)

Once a UNIS student commences the study of a Language Acquisition course (or an additional Language A) the student should remain in that pathway throughout the MYP.



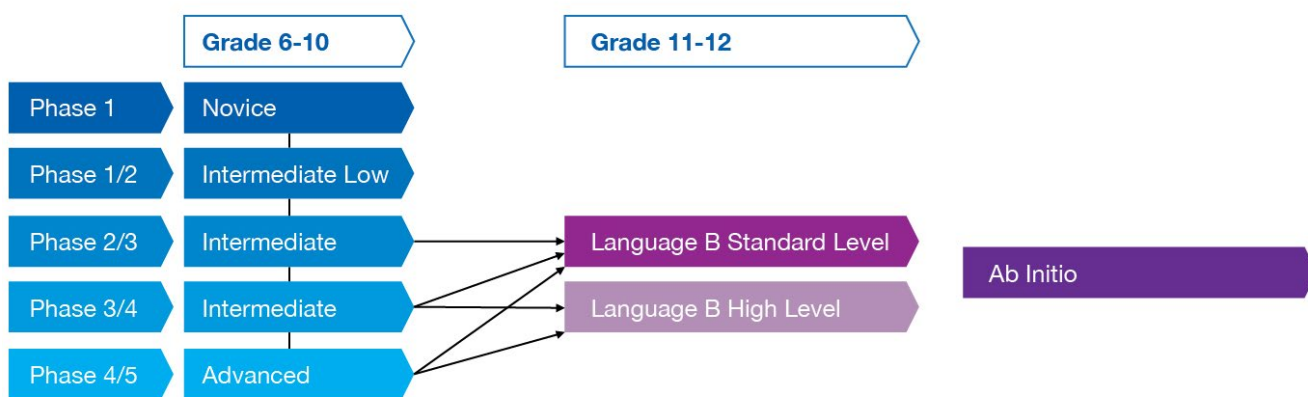
At UNIS, in addition to studying English A or B, students will study:

One Language B (or a second Language A) sustained across the entire year in each year of the MYP.

The school’s practice to counsel and support students and families about Language pathways at key points in their language pathway, from Grade 5 to 6, from Grade 7 to 8 and from Grade 10 to 11. These two points are potential points when changes might be considered. This aligns with UNIS’s commitment to language development while considering potential adjustments needed for University and career readiness.

Language Acquisition Pathways (Language B)

Language Acquisition (Language B)



UNIS Hanoi English as an Additional Language (EAL) Regulations and Practices



Philosophy

As a programme committed to excellence in English as an Additional Language (EAL) education, UNIS Hanoi will provide support to each EAL student for them to be academically and socially successful while striving to respect the integrity of each student's cultural identity and promoting the use of the mother tongue. At UNIS Hanoi, teachers have a shared responsibility of and advocacy for students who are English Language Learners. EAL teachers will support students, and build the capacity of classroom teachers, as they assume the roles of coach, co-planner and co-teacher.

Principles

- Language learners acquire language at different rates and with different learning styles.
- Students acquire language through meaningful and relevant interaction.
- Students acquire language more quickly through immersion; therefore, UNIS places a stronger focus on our language of instruction and ensuring students have access to that instruction. We therefore strive to have all EAL students supported so they can access the curriculum.
- EAL students should be provided with the language support necessary to facilitate their success.
- The level of a person's English language proficiency is not a measure of intelligence, nor is it an indicator of what he or she knows.
- Like all students, EAL students should be encouraged to take risks and be given opportunities to realize their full potential. A high-level of self-esteem can only enhance language acquisition.
- EAL students and their families are valued members of our school community.

Practices

EAL STUDENT IDENTIFICATION FOR PLACEMENT

At UNIS Hanoi new students whose native language is not English and who may be in the early stages of acquiring English undergo a variety of assessments by the EAL teachers to determine their English language proficiency in speaking, listening, reading, and writing. Based on the results of admissions screening assessments, a student is placed within or out of the EAL support.

EAL IN ELEMENTARY SCHOOL

Students in the Elementary School are identified as Beginner, Intermediate, or Advanced EAL as per our classification criteria, based upon a range of data sources. Homeroom and EAL teachers take shared responsibility for the success of English Language Learners. Support is provided through a sheltered instruction approach, with the EAL teacher/coach working inside the mainstream classroom alongside the homeroom teacher, and at times, providing instruction for smaller, focused groups.

EAL IN MIDDLE SCHOOL

Grades 6-8 English B students receive subject-specific in-class EAL support and are assessed against the appropriate MYP subject criteria through collaboration between subject and EAL teachers.

EAL IN HIGH SCHOOL

Grades 9-10 English B students may receive additional subject-specific in-class EAL support and



have access to help from the HS EAL specialist through the student success supports. They are assessed against the appropriate MYP subject criteria through collaboration between subject and EAL teachers.

Grade 11-12 students have access to additional language support with the HS EAL specialist through the student resource centre.

EAL Transition

ELEMENTARY SCHOOL

EAL students are co-assessed by the EAL and homeroom teachers in the following domains: listening, speaking, reading and writing in literacy, math and UOI. EAL student promotion decisions are then made by the EAL teacher and homeroom teacher.

MIDDLE SCHOOL (MS)

Twice a year, towards the end of each semester (timetable

permitting), students in the EAL programme can be nominated by their EAL and English B teachers to move to English A and/or an Additional Language.

Acquisition of phase 5 proficiency indicates the point of transition for the student to move to English Language and Literature.

Depending on their native language students may be offered French B, Spanish B, Vietnamese B, Mandarin B, Vietnamese A, Korean A, Swedish A or Japanese A.

Parents are informed by letter during the last week of the semester and students are informed verbally.

ENGLISH LANGUAGE B IN HIGH SCHOOL (HS)

English Language B in the MYP focuses on language acquisition so that students are able to acquire and develop the same skills at different levels of sophistication.

UNIS Hanoi Mother Tongue (MT) & Independent Studies (IS) Regulations and Practices



Definition “The term mother tongue is used in the research literature in various ways. It may denote the language learned first; the language identified with as a “native” speaker; the language known best; the language used most. When used in this document, it includes all those meanings.” (Learning in a language other than mother tongue in IB programs, April 2008)

Philosophy

UNIS Hanoi believes in the value and importance of students maintaining and developing their Mother Tongue (MT) language. Research suggests that a high level of proficiency in the Mother Tongue language may exert important influences on academic and intellectual development (Cummins, 2000).

Practices

As an international UN school in the host country of Vietnam, UNIS is committed to providing Vietnamese MT language instruction for Vietnamese students whose parents register the student to take part in the programme.

UNIS will also make a concerted effort to support Mother Tongue language development of all languages, and provides coordination for MT (including the Self-Taught Languages in the Diploma program). Mother Tongue programs are paid for in full by the community members participating in the program. This is in addition to the payment of full tuition and fees of the regular UNIS programme.

There are two models which UNIS uses to support Mother Tongue language instruction.

Voluntary Mother Tongue Group (VMTG) Model

IN THIS MODEL UNIS HANOI WILL:

Provide a classroom space.

1. Require the MT teacher to meet the professional expectations in place at UNIS and abide by all UNIS work rules.
2. Encourage the MT teacher to attend in-house PD opportunities where appropriate and when possible.
3. Provide documentation to individual parents confirming participation in the MT programme.



4. Provide opportunity for students to participate in MT classes that are organized during the school day - the school will promote the importance of MT development and involvement of students in MT classes - the decision to participate in that class will fall to the student and his/her family.
5. Facilitate admission to the MT class. Admission will occur at the end of the previous academic year through the ES and MSHS offices for returning students and through the Admissions office for new students.
6. Provide a UNIS email address for all MT teachers.
2. Provide the necessary instructional resources and materials.
3. Provide a resume and copy of qualifications/credentials of the MT teacher and submit to the MT Coordinator.
4. Provide a police check and a health check (documentation required) of the MT teacher to the UNIS HR department. Any costs incurred are to be borne by the parent/community group.
5. Provide a copy of the curriculum (in English) they will follow and submit this to the UNIS MT coordinator.
6. Provide training or professional development for the MT teacher as required.

THE VMTG WILL:

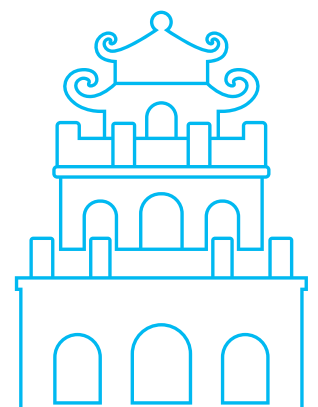
1. Assume responsibility for recruiting the MT teacher, negotiate the contract with the MT teacher and pay a tuition fee to the MT teacher which is in accordance with the negotiated contract.
7. Arrange a suitable replacement if the MT teacher will be absent for a class and notify the MT Coordinator of this change.
8. Identify a representative from the VMTG which liaises with

the school. Provide a list of all participating students: if there are non-UNIS students participating in the MT classes, this must be approved by the representative of the MT group and by the school administration. Any non-UNIS students must abide by UNIS student rules and may only be on UNIS campus for the purpose of the MT class. These students will not have access to other UNIS facilities.

9. Ensure that, if the classes are to be held during the school day, the MT teacher is able to teach classes according to the school schedule and during the regularly scheduled Additional Language (Language B) classes.

THE MT TEACHER WILL:

1. Provide a final decision as to the suitability of the student being in the MT class, based on diagnostic and ongoing evaluation of student's language ability.
2. Complete a report card grade and comment for the student in the MT class, according to UNIS report card procedures.



Contractual Mother Tongue Group (CMTG) Model

In this model UNIS Hanoi will enter into a more official arrangement with the Mother Tongue group. To enter into the CMTG model, the following criteria must be met:

- A MTG is formalised by way of a written agreement with UNIS Hanoi.
- The CMTG must guarantee a minimum 40% teaching load for each contracted teacher.
- The CMTG will pay UNIS Hanoi a fee which covers total employment costs to UNIS of each contracted MT teacher.
- The CMTG will negotiate non-salary benefits with the MT teacher. These benefits are not aligned with the UNIS teacher remuneration schedule, but must include health insurance and all benefits required by the Vietnamese Labour Code.
- The CMTG will indemnify UNIS Hanoi against any claims that the MT teacher may make against UNIS Hanoi, in relation to the terms and conditions of employment.

If the MT group meets the above criteria, then UNIS Hanoi will (in addition to the points made for the Voluntary MTG model):

- Employ the MT teacher on a local hire contract and provide a work visa for the MT teacher and dependants.



- Pay the MT teacher as part of the UNIS Hanoi monthly payroll. This payment will be commensurate with the UNIS Hanoi faculty salary scale. The salary will be calculated on the number of contact hours taught by the teacher, based on a work-load of 20 contact hours per week, or 800 contact hours per school year. For example, if the number of contact hours per week is 10 hours, then the salary will be 50% of the UNIS teacher scale.
- Supervise, monitor and evaluate the MT teacher.
- Invoice the CMTG quarterly in advance for the budgeted costs of the MT teacher.
- Any additional costs incurred in the employment of the MT teacher will be invoiced at the start of the next quarter. All additional costs must be approved by the CMTG.

Further Guidelines

Students in ES have the option of participating in a school provided World Language class (Additional Language class) or a community organised Mother Tongue class. Students in ES EAL Beginner classes are not able to take part in MT or World Language classes. Students in both ES, MS, and HS who are in a World Language class will not be able to take part in the MT class that is organised during the school day.

Once a student enrolls in a MT class they must stay in that class for that academic year, unless otherwise advised by the MT teacher.

All MT classes will be expected to respect the school facilities and reimburse the school should any property damage occur. The school administration reserves the right, in discussion with the parent/community group, to cancel a MT class or to relocate the MT class off campus.

Frequently Asked Questions

Can a native speaker take a World Language Class (Language Acquisition) class?

Students who are considered native or near-native fluency in a language cannot opt for that language as a language course.

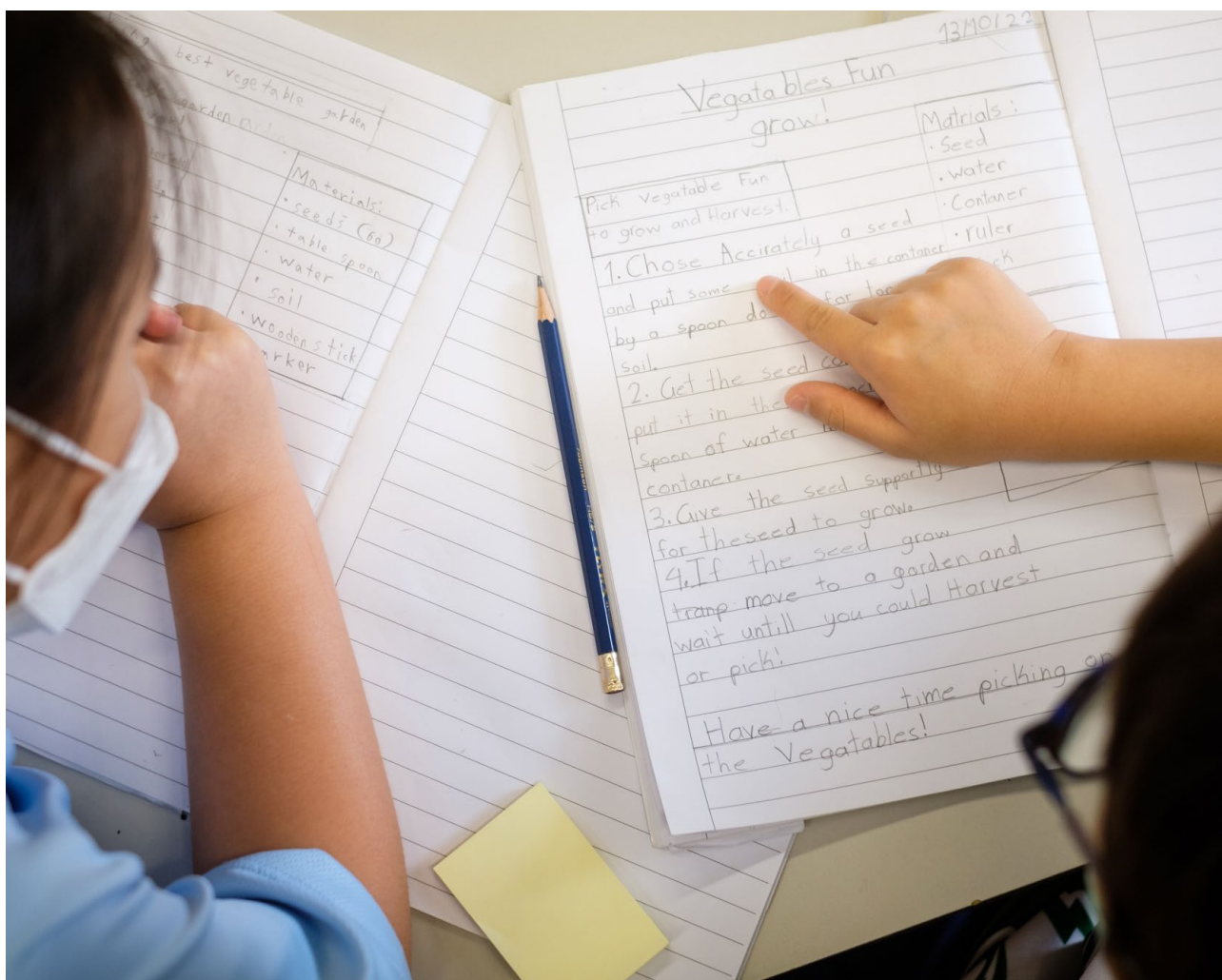
Is language placement a student/family choice?

Because the language of instruction at UNIS Hanoi is English, English B placements are treated on a case-by-case basis.

Placement at the appropriate level in the language class will be completed at the end of the previous academic year with input from language teachers and Language Acquisition Curriculum Leader.

Students who come to UNIS having had different Language Acquisition instruction at their previous school (e.g. a native English speaker attending a French school) may be at a higher or lower level of ability than that of the class offered at their grade level. In these instances

each student will be evaluated on a case-by-case basis to determine the best Language option that UNIS can offer that student.





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