

HOME LANGUAGE PROGRAMME POLICY

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Philosophy

SJI International is a Lasallian school that is committed to developing thinking and caring global citizens who have a strong sense of **identity rooted in their own culture and linguistic communities**, share common values and have a genuine spiritual awareness. We are committed to empowering our students to become people of integrity, and people for others.

We believe that in order to enable our students to develop a strongly rooted identity and to become people for others in their own cultural and linguistic contexts, we should foster the development of the mother tongue. We recognise the strength and the great benefits of learning one's mother tongue as well as of deepening understanding of one's own culture. The mother tongue language is an integral part of the student's identity and a strong connection to a home culture leads to "better self esteem, intercultural awareness and international-mindedness" ([IBO 2009](#)). As the mother tongue language is paramount, SJI International strives to develop the mother tongue in addition to English (Additive Bilingualism, [Cummins, 1979](#)) rather than take away the mother language from the student (Subtractive Bilingualism, Cummins 1979).

Through the study and deepening fluency of both their mother tongue and English we believe that they will construct a deeper understanding of their own culture as well as the culture of others, which will in turn develop cultural empathy and allow them to appreciate the benefits and challenges of coexistence and interdependence in today's world.

Aims of the Programme

- Deepen students' understanding and develop a love of the home culture and language in order to foster a positive attitude towards their own culture and the cultures of others.
- Develop students' ability to communicate effectively in all four skills (reading, listening, speaking and writing) in their home language to foster additive bilingualism.
- Understand and appreciate a variety of genres and improve understanding of how language works in a range of texts and contexts.
- Develop skills of analysis and evaluation, and the ability to think independently and critically.
- Provide enjoyment and intellectual stimulation.
- To allow a pathway for Singapore students who have an MOE -in-Lieu to study that language inside the school timetable.

Approaches to Learning

Students in the Home Language Programme will improve their skills of communication, analysis and evaluation through the study of appropriate language and literature texts from

a range of periods, genres and styles. Students will develop their ability to express ideas and arguments in a logical and persuasive way and to understand the importance of audience, purpose and context. Classes in the Home Language Programme are integrated, communicative and learner-centered. Students will be expected to engage in presentations, pair work, group discussions in addition to written assignments. A variety of assessment types will be administered and timely feedback given so students are aware of their areas of improvement. Students will also be expected to read widely in their home language outside class.

General information on the programme

This programme is parent-funded and it is first and foremost for students who have a cultural or linguistic connection to a language which is not currently taught as part of the school curriculum. An information sheet detailing the programme can be found [here](#). In addition, it is to allow Singaporean Citizens and Permanent Residents, who have been given permission to study a Language - in - lieu, an opportunity to study this language within the school curriculum. More information on Ministry of Education Mother Tongue Compliance can be found [here](#). If students wish to study a language with which they have no linguistic or cultural connection (such as an ab initio language at IB) then this will only be possible if there is a teacher available. Languages will only be taught on the Home Language Programme if there is a pathway through to the IB Diploma; however, exceptions will be given for non-Tamil Indian languages (Punjabi, Gujarati, Urdu, and Bengali) which can be taken as second language A levels in the local Singapore system. Please refer to the IB Coordinator and the IGCSE Exams coordinator for the latest list of available languages for IGCSE and IB. Languages studied on the Home Language Programme can either be studied as a First Language or a Second Language. The students will be placed in an appropriately-leveled class in consultation with the Home Language Teacher, Mother Tongue Coordinator and parents. Students may be asked to complete a short language assessment in order ascertain language competency.

Please see the diagram which explains the language pathways through available in the school [here](#).

Curriculum

From Grades 7-10, all students who are studying their Home Language at both a first and second language level will be taught in the same class and the content will be differentiated accordingly. At IB level (in Grades 11 and 12), students will be separated into two classes: Language A HL/SL or Language B HL/SL.

All Home Language classes run for 2.5 hours per week which is two eighty minute sessions. The third session is self-study and students will be set meaningful work by the Home Language teacher which will be completed in the library.

To ensure that students are on track with their learning, Students will take an appropriate leveled examination at the end of Grade 8 and also at the end of Grade 10. Please see [Appendix I](#) for a list of suggested benchmark examinations.

Organisation of Curriculum

The Mother Tongue Coordinator is responsible for developing the curriculum for the Home Language Programme. The first language curriculum in Grades 7 and 8 will model the Grade 7 and 8 English curriculum. This is to ensure that students will develop the appropriate skills necessary to be successful in their Home Language at IB at a Group 1 Level. The Home Language lesson will take place in school during the student's timetabled language lesson; therefore students will need to forego their current second language.

The Second Language curriculum in Grades 7 and 8 will model the Grade 7 and 8 Languages Other Than English curriculum, which will build a solid foundation into IGCSE Foreign/Second language and then enable students to study the language at a Group 2 Level at IB.

The First Language curriculum in Grades 9 and 10 will prepare students for an IGCSE examination in their first language. The programme of study will be supplemented by compulsory study of literature: poetry, prose and play to prepare students for Group 1 at IB. If a first language IGCSE examination is not available, students will follow an in-school curriculum based on external Standards and Benchmarks for Grades 9 and 10.

Students may study their first language as a self-study option at IB level.

Please see [Appendix 2](#) for a links to the Standards/Benchmarks and Criteria for Grades 7-10.

Employment Terms of Home Language Teachers

The school's teacher recruitment policy can be found [here](#).

Home Language Teachers will follow the same recruitment policy as other teachers; however they will be paid by the parents and not by the school. Therefore, Home Language Teachers will not be subjected to the Teacher Student ratio as detailed in the Recruitment Policy. Please see [Appendix 3](#) which details the payment of the teachers.

Home Language Teachers will be expected to:

1. Write reports and give assessment to be recorded on SIMS and in TEAMIE
2. Attend Parent Teacher Conferences. Home Language Teachers will attend PTCs depending on how many students they have. For teachers with three or more classes, they will be required to attend two parent teacher conferences per year. Other teachers will be required to attend one.
3. Teachers will be required to fill in lesson logs which details what has been taught in the classroom. They will also be required to keep an online gradebook. This

information will be used by the Mother Tongue Coordinator to create UBDs and other curriculum documents

4. Teachers are expected to create folders of work with relevant resources to supplement and develop the curriculum.
5. Teachers are required to attend a weekly meeting with the Mother Tongue Coordinator in which they will discuss their weekly plan for the following week. Teachers are required to design their assessments before they start their unit of work.
6. Teachers are encouraged to participate in World Literature Day and encourage the promotion of Mother Tongue Languages around the school. They are also encouraged to take students on excursions to promote the usage of the Mother Tongue.
7. If teachers would like to give extra tuition to their students in the HLP, they they will be paid accordingly by the parents. Permission will need to be given for the use of classrooms after school hours as outside tutors are not allowed to use onsite facilities.

Terms and Conditions for the Home Language Programme:

Please see [Appendix 4](#) for the invoice cover letter which is sent to the parents.

1. The fees for the Home Language Programme are payable twice a year, in November for Semester 1 and May for Semester 2.
2. Parents will be required to sign a letter saying that they understand and agree to the Terms and Conditions. Payments are non-refundable
3. Costs may fluctuate from one semester to the next according to how many students are in the class. If additional students join the course during the semester, the difference in course fee will be pro-rated and a cash refund will be given.
4. Students are discouraged from returning to a mainstream language (such as Mandarin, Malay, Tamil or Spanish) due to the amount of content that would have been missed.
5. There will be no make-up classes for curriculum days lost (such as Sports Day, Founder's Day etc).
6. In the event of teacher sickness, relevant and meaningful cover work that will move students forward in their learning will be set and checked by the teacher.
7. In the event that a curriculum day is lost, depending on teacher availability, the school will endeavor to change the self-study session to a taught lesson.

Students who wish to take mother tongue classes outside school times are welcome to; however, no support from the school will be given and students/ tutors are not allowed to use school premises.

Appendix I: Example benchmark examinations

Language	Grade 7 or 8 benchmark exam	Grade 9 or 10 benchmark exam	IB
Japanese 1st Language	Kanji tests (appropriate to age-based on ability and equivalent to Japanese system)	Kanji Tests, JLPT level 1	Japanese A Language and Literature Or Japanese A lit
Japanese 2nd Language	External Kanji Tests IGCSE Foreign Language Japanese (depending on the level of the student)	Aim for JLPT Level 3	Japanese B HL or SL
French 1st Language	(DALF?)	Students do the First Language French examination	French A Lang and Lit French A lit
French Foreign Language (French is different. We may have beginners in Grade 7 and 8)	It is expected that many students who do French in Grade 7 and 8 do not have a cultural connection to the language, because they have opted to do French as a Mother Tongue - In - lieu. Question - is French as a foreign language TOO DIFFICULT for these students to do at the end of Grade 8?	Students will do the French as a foreign language IGCSE + extra pushing.	French B SL or HL
Thai - first language	Students can follow the English A course	Thai First Language IGCSE	Thai Lang Lit A or Thai Lit A
Vietnamese	?	Students will probably join Vietnamese in FIB as a scholar. They will follow a year of self-study Vietnamese in the library	Taught Vietnamese Literature, SL or HL
Korean 1st language	Follow English A course	IGCSE Korean first language (0521)	Korean A literature or Language and literature

Language	Grade 7 or 8 benchmark exam	Grade 9 or 10 benchmark exam	IB
Korean 2nd Language	Students can follow the second language courses; however, they can do the TOPIK test (Test of Proficiency in Korean) TOPIK 1	Focus on TOPIK - aim for Level 4 or 5 at the end of this	Students can do Korean B HL or Korean B SL

Appendix 2

[Grade 7 and 8 HLP first language criteria](#)

[Grade 9 and 10 HLP First language criteria](#)

[Grade 7/8 Cultural Standards](#)

[Grade 7/8 Listening Standards](#)

[Grade 7/8 Reading Standards](#)

[Grade 7/8 Writing Standards](#)

[Grade 7/8 Speaking standards](#)

[Grade 9 and 10 Speaking](#)

[Grade 9 and 10 Writing](#)

[Grade 9 and 10 Cultural Standards](#)

[Grade 9 and 10 Reading](#)

[Grade 9 and 10 Listening](#)

Appendix 3

Number of Students in a Class assuming 2.5 hours teaching per week	Cost (including 7%GST) per semester
1	S\$3,558
2	S\$2,033
3	S\$1,355
4	S\$1,144
5	S\$915

Appendix 4

December 4th, xxxx

RE: Home Language Programme for xxxxx

Dear xxxxxx,

At SJI International, we believe in the crucial importance of maintaining a child's mother tongue in order to foster connections to the home culture and to create bilingual individuals who are both globally mobile but who have a strong sense of cultural and linguistic identity. We realise that you too have the same vision for your children and we would like to thank you for your support of the Home Language Programme.

Please find attached an invoice requesting payment for the Home Language Programme **for Semester 1 and 2 2018**. Payments are calculated according to the following arrangements:

Number of Students in a Class assuming 2.5 hours' teaching per week	Cost (including 7%GST) per semester
1	S\$3,558
2	S\$2,033
3	S\$1,355
4	S\$1,144
5	S\$915

The total for Semester 1 is xxxxxx

Please note that the course fee is payable twice a year, in November for Semester 1 and in May for Semester 2 and parents will be required to sign a letter saying that they understand and agree to the Terms and Conditions. Payments are non-refundable and signify your commitment to the programme for the following semester. Please be aware that costs may fluctuate from one semester to the next according to how many students are in the class. If additional students join the course during the semester, the difference in course fee will be pro-rated and a cash refund will be given.

We believe that it once students have committed to maintaining cultural and linguistic links to their home country that it is important for them to continue. If, after careful consideration, a student chooses to transition back to mainstream classes at any point, class placement will be at the discretion of the school and subject to availability. Please be aware that students may find transitioning back to mainstream language classes challenging as they will have missed content.

There will be no make-up classes for curriculum days lost (such as Sports Day, Founder's Day etc); however, in the event of teacher sickness, relevant and meaningful cover work that will move students forward in their learning will be set and checked by the teacher. In the event that a curriculum day is lost, depending on teacher availability, the school will endeavor to change the self-study session to a taught lesson.

Please could you sign the form below stating that you understand and agree to the above terms and conditions and return it with the payment to the school. Please could payment be made by December 1st 2017. We thank you again for your support of the Home Language Programme.