

LANGUAGE POLICY



Index

I. Introduction	3
II. Nature of the Language Area	4
III. Fundamental concepts and ideas of the area	6
IV. Linguistic philosophy	6
V. Methodology	7
VI. Spanish as a mother tongue	8
VII. English as a second language: interaction and learning throughout the different stages	8
VIII. Elective Languages	9
IX. Linguistic Profile	9
X. Language Proficiency Exams	10
XI. Support for transfer students	11
XII. Language Use on Campus	12
XIII. Dissemination, Review and Approval of the Language Policy	12
XIV. Referencias Bibliográficas	12

Within the context of the Peruvian legal framework, the Villa Caritas and San Pedro schools are governed by the Political Constitution of Peru (1993) which states that "the official languages are Spanish and, in the areas where they predominate, so are Quechua, Aymara and other Aboriginal languages, pursuant to the law" (Article 48). Likewise, the provision of the General Law on Education No. 28044, establishes Spanish as a compulsory language of education.

Spanish is therefore the main language of communication both internally and externally. However, the institution recognizes the need to provide a differentiated service to members of the educational community and has therefore developed mechanisms to meet these needs. As such, we have established a preference to incorporate staff trained in the use of the English language, as it is considered a *lingua franca*. The school has staff trained in the languages necessary for external communication with service providers such as international assessments and/or certifications, exchange programs and training workshops abroad, be them in English, French or German.

A language policy highlights the school's approach to language learning, with knowledge being significantly assimilated through this medium. This policy reflects the linguistic objectives of the Villa Caritas and San Pedro schools and allows us to define how students will achieve these expectations.

Students learn about the language and the language itself in an environment where they explore concepts, solve problems, organize information, share findings, formulate hypotheses, and explain ideas. Our curriculum design in terms of language acquisition is framed by "linguistic immersion", i.e., a significant percentage of classes, according to age, are provided in a second or third language as a means of teaching – learning.

We are aware that a school that has a clear and sound language policy, integrated throughout the curriculum, has a better chance of responding to the needs and characteristics of its linguistic communities and thus contributing to its students' use of language as an important tool in effective communication.

Villa Caritas and San Pedro schools promote an enriched language learning model, in which students strengthen their mother tongue as well as acquire a second and third language in a significant manner in an appropriate socio-academic context. As an educational institution, we consider that the acquisition of complementary languages provides students with opportunities for growth that go beyond their own cultural community.

The language policy applied throughout the curriculum creates a shared vision and mission, a commitment that allows for the successful implementation of the curriculum and language programs. For the same reason, our policy understands and encompasses the entire school community, ensuring the achievement of meaningful quality learning in the languages that make up our language proposal, namely: **Spanish as first language, English as a second language** and French or German as the third elective language. Our proposal also recognizes and promotes the central role of language and culture in linguistic, cognitive, and academic development, favoring in this way the communicative skills necessary for the development of an international mindset in our students.

The proposal of the Villa Caritas and San Pedro schools for linguistic learning promotes an environment in which the acquisition of languages permeates various lines of pedagogical action, ensuring that our students reach the highest levels of achievement from:

- The development of oral communication skills.
- Reading for learning as a permanent habit in life.
- Research and management of information to produce written texts.
- Intercultural understanding.
- Curriculum design integrating new pedagogies for deep learning.
- Writing of different types of texts for different purposes.

Finally, the language policy details the approach and practices for the curriculum development of the area and the continuous evaluation of its effectiveness considering the profile of our students and the data of their progress according to the expectations of their learning achievements.

Ours is an integrated curriculum and is based on competencies focused on the following:

- a. What we want our students to know and be able to do at the end of each grade, stage, and level of their school education.
- b. How we collect evidence and information about their learning to make informed decisions and accompany their progress (assessment for learning, assessment as learning, and assessment of learning).
- c. How we plan, implement, and reflect on our teaching practices so that we can assist teachers in achieving the expectations set out in competencies, skills, performances, and in both external and internal assessments.
- d. The way in which teachers engage in the development of language skills in their students within the various subjects, ensuring that all teachers serve as language teachers.

II *Nature of the Language Area*

The Language Area deals with the language and its various manifestations. We see that language is better acquired the more faithful it is to the reality it expresses. Objectivity sustains all authentic human communication and, far from being a cold or merely theoretical expression, it is also an expression of subjectivity and the interiority of the human being, which has given rise to the greatest literary, theatrical, cinematic creations, among others.

The Language Area is part of the communicative and social dimension of the person, his or her capacities of thought, contemplation, and expression, with special emphasis on the correct usage of language, understanding its structures and the management and knowledge thereof, as a means also for the expression of each person's ideas, opinions, experiences and feelings.

Language is an instrument with which we can categorize and organize our experiences; it facilitates communication and relationships and allows us to analyze, participate and engage in the world in which we live by assuming a commitment to making it better. Through language we also acquire a key to a more profound understanding of other areas of culture. By its nature, the Language Area is one of the basic areas of the curriculum and its elements are present in all other academic areas.

We seek to make personal, autonomous, and creative use of oral and written language. To do this, it is necessary to discover and have working knowledge on the conventions of the two codes to ensure proper use of form and content. In teaching language, we present theory with significant connections with practical usage through student peer interaction and spaces designed for the development of events that transcend the daily environments of school education.

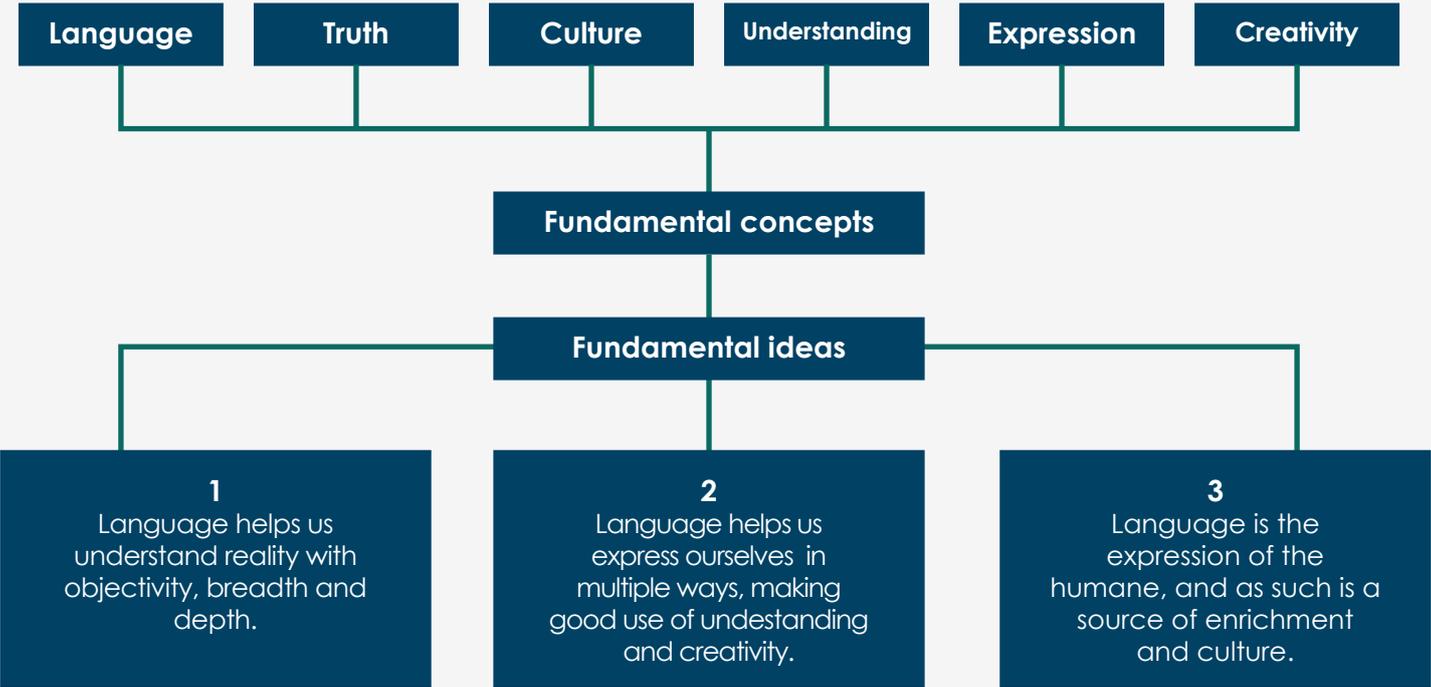
Furthermore, the opportunity to select and share the reading of literary works according to each academic level makes it possible to consolidate the learning of the language elevated to its artistic expression with the purpose of education, sensitizing and developing the humanistic, critical and valiative vocation of studies.

In addition to oral and written language, literature and its multiple elements, the Languages Area develops capacities for a global understanding of the messages exposed in the so-called new media, which by their multidimensional nature imply a type of understanding, oriented towards a healthy critical outlook at the contents that are transmitted in them. The area incorporates the use of these new means both for the development of understanding and as a production tool used by students.

III *Fundamental concepts and ideas of the area*

The fundamental concepts provide a framework for the acquisition of everything that is part of the area and allow for its curricular integration across other areas of learning.

The fundamental concepts and ideas of the Language Area are as follows:



IV *Linguistic philosophy*

Students at the Villa Caritas and San Pedro schools experience a learning environment enriched by bilingualism in which they receive academic education in both English and Spanish, complemented by a third elective language: French or German. Teaching and evaluation are designed to help students achieve and exceed learning expectations based on curriculum standards within the framework of international guidelines.

The curriculum is developed in both English and Spanish, as a means of teaching-learning, and ensures that both are learned and consolidated with high academic demands. Regular courses are taught in one of two languages, depending on the characteristics and/or needs of students to develop communicative and cognitive skills that promote academic and social performance. These skills enable them to solve everyday problems in the languages taught.

Consistent with the philosophy of the Diploma Programme, our linguistic philosophy seeks to make language the bridge for the development of communicative, cognitive, and social skills that contribute to the education of thoughtful, reflective, educated, and open-minded students, among other attributes.

V Methodology

Students at Villa Caritas and San Pedro schools receive education that allows them to achieve the learning objectives set out in the curriculum, which is made evident in the results obtained in national and international assessments, in which language mastery is key to responding to tasks and expectations of the grade level.

Teachers and pedagogical leaders seek to achieve language goals on two levels: at the school-wide level and in classrooms.

A. The first level considers school culture, policies and pedagogical practices and includes the following:

- Institutional organization and policies.
- Partnerships between school, community, and family.
- Curriculum assessment and student performance.
- Level of teacher training and professional development programs aligned to deep learning.
- Evaluation of the programs and their level of effectiveness from the achievement level of the students.

B. The second level of the curriculum proposal involves the following classroom-level practices:

- Generating a challenging learning environment for all students, meeting the particular needs from the "Learning Support" area, through relevant curricular adaptations.
- Connection between language acquisition and everyday classroom activities.
- Design, teaching and assessment in response to competencies

Differences and learning needs receive effective care depending on the level of support they may need. The teaching team administers assessments in both English and Spanish, both formally and informally, using different assessment tools such as rubrics or checklists that identify evidence and learning difficulties that lead to specific improvement plans.

Teachers are prepared to provide the necessary conditions for learning by responding to various levels of language mastery. These attention to diversity strategies include adaptation according to learning style, co-teaching/team teaching, varied teaching strategies, a wide choice of support resources, and a variety of assessment tools. Teachers are continuously trained and advised by the Learning Support Services to respond to these needs and promote student learning.

VI *Spanish as a mother tongue*

Spanish as a mother tongue is aimed at developing skills that are evident in the following aspects of the profile of students who graduate:

EXPRESSION: The student communicates appropriately, with sufficient versatility, adequacy and effectiveness through oral and written language. The student is aware of the conventions that govern participation in different situations and communicative environments, and uses expressive resources and discursive strategies to develop and communicate his or her ideas with precision and clarity, being able to contrast and reformulate them according to the needs and / or the ideas or opinions of others.

COMPREHENSION: The student understands, evaluates and values messages of different kinds received through oral and written codes. Discriminating against the most important elements of the messages received, the students make use of his or her thought and attention capabilities, with special emphasis on the inferential and critical-valuative analysis of information (form and content) and the subsequent management of acquired knowledge.

VII *English as a second language: interaction and learning throughout the different stages*

Learning English as a second language is intentionally developed from Preschool (Early Years) level, where through meaningful immersion in the second language, (80% of effective learning time) the development of language skills is promoted and strengthened in a contextualized and challenging manners so that the language becomes a means of learning and socialization.

As students progress in acquiring English language skills, the percentage of exposure to this language specializes. Thus, in primary school (Lower School- from first grade to sixth grade), the average effective exposure time to English is 45% to 50%. English becomes the exclusive means of learning in key academic areas such as Math (first to fourth grade), Science, Social Studies, and Language Arts.

Upon reaching high school (Upper School- from seventh to tenth grade), students continue to develop a significant portion of the curriculum in English (35% - 40%). The learning of subjects such as Biology, Social Studies & English, continues to be taught in this language exclusively. At the end of tenth grade students have developed the linguistic and cognitive skills necessary to perform with high effectiveness to meet the expectations of an international quality curriculum.

Finally, in eleventh and twelfth grades, students deploy the skills developed in a much deeper way, applying what they learned over the years and previous grades. The percentage of exposure to English is further specialized (30% - 35%), focusing on the consolidation of their capacities and the level of achievement according to the requirements and academic rigor of both the national and international curriculum, beyond the language in which the level of achievement is measured. In this sense, the Diploma Programme is aligned with our pedagogical proposal, as it offers the Bilingual Diploma through the English B, Biology, Business Management and History courses.

VIII Elective Languages

In the Villa Caritas and San Pedro schools, we develop a broad and deep curriculum that responds to the rigor and international academic demands. Learning foreign languages allows our students to develop a series of skills and learnings in different curriculum areas that contribute to the formation we seek from our comprehensive education proposal.

- German or French as a third language.

These languages are taught starting from fourth grade. This is the most opportune and effective age for learning a third language, according to studies in the area. At this age, the acquisition of accent and pronunciation is simpler, as students have the first and second language as the basis.

Another important element to consider is that these students are old enough to be able to make decisions. Choosing between the two languages motivates them significantly and creates the conditions necessary for effective learning.

Learning French or German as a third language allows our students to obtain a certification that demonstrates and recognizes the degree of proficiency in language knowledge and management in accordance with the expectations and guidelines of the Common European Framework for Languages. In addition, our students are invited to take the language proficiency exams specially designed by the ministries of education of France and Germany, respectively.

IX Linguistic Profile

While bilingual people know two languages and are able to use them, not everyone performs on the same level or in the same way. Bilingualism is a continuum, in which levels of knowledge and performance vary between individuals.

a. Language profile of VC-SP students

Our student population is almost entirely Spanish-speaking and at the end of their school education achieve a level of English **equivalent to B2-C1** and are able to function effectively both academically and socially, according to the demands and needs that come from daily life.

Over the years we have been steadily achieving very positive results in the English area, ranking at a level not less than 80% **on average between A-C**, versus global results of 75%, which places us above the global average.

In Spanish, students have obtained outstanding results at a level not less than 80% **between levels A – C**, versus the global average of about 70%.

In the case of French or German as an elective language, students reach at the end of Upper School at least **level B1-B2**, allowing them to obtain an international certification that demonstrates their ability to function properly at a social level in the chosen language.

b. VC-SP Language Teachers Profile

As an institutional policy, we seek that teachers who are members of the teaching team are either native English speakers or have a similarly certified level of proficiency as a considerable percentage of the curriculum is developed in English. In the case of teachers who teach the Elective Language course, the same levels of proficiency are also sought in language mastery.

X Language Proficiency Exams

Spanish	English	French	German
<p>Census Assessment Ministry of Education - Peru</p> <p>Reading comprehension in:</p> <ul style="list-style-type: none"> ● Second grade ● Fourth grade ● Eighth grade 	<p>ESOL assessments</p> <p>Students participate in:</p> <p>Cambridge First (B2)/ Cambridge Advanced (C1): <i>depending on students' skill level.</i></p> <p>CIE Primary Checkpoint: <i>Sixth grade</i></p> <p>Secondary Checkpoint: <i>Eighth grade</i></p> <p>IGCSE (Villa Caritas) English as a First Language, History and Mathematics: <i>Tenth grade</i></p> <p>IGCSE (San Pedro) International Mathematics y Global Perspectives: <i>Tenth grade</i></p>	<p>According to the elective language:</p> <p>DELF A1 – B2: <i>according to the level of progress..</i></p>	<p>According to the elective language:</p> <p>Sprachdiplom I -B1: <i>according to the level of progress.</i></p>

In the case of transfer students who require adaptations, the working methodology is set out in the policy of attention to students with educational needs and accompaniment programs. They are supported by the language area, Learning Support Services, their tutor and the entire teaching team that work as a whole.

The Villa Caritas and San Pedro schools have **a language area** consisting of teachers with a high degree of language mastery, extensive experience, knowledgeable about the internal system and the expectations that the institution has of the level of achievement of the students.

We also have the constant contribution of the "**Learning Support Services**" (attention to diversity) area that allows us to respond comprehensively and effectively to students considering their characteristics and needs in different areas, among which is the level of proficiency in English / Spanish language. If support is required in the third language, work is done by levels with different strategies such as differentiation in the classroom, workshops or personalized tasks.

In particular, it is worth mentioning that the transfer students also have personal support that is one of the institutional strengths: **the accompaniment** system with the tutor at the head of the group of students

Our comprehensive support allows transfer students to receive the right care and support, in the language in which the difficulty is presented or if they obtained a below-expected level according to grade level and in the language assessment taken as part of the school admissions process.

To meet the needs of transfer students, we developed a series of teaching- learning strategies, proven both inside and outside the classroom. The support team works very closely with the family, tutor, and team of teachers of the grade.

This team designs and develops a customized program with specific and relevant objectives according to each case. They design and develop customized improvement plans and make adjustments according to the progress and level of performance of the student, always working closely with the family.

XII *Language Use on Campus*

The school has designed spaces where students can put into practice their knowledge of both the mother tongue and English. One of them is the ICTYS - a school-wide academic competition where students compete under the following categories in both languages: essay, short story, poetry and recitation. We also participate in the Adecopa Debate tournaments as well as in the Floral Games.

During our Cultural Week we work on various academic, social, and cultural projects, in which students make ten-minute presentations, explaining their projects in English or Spanish, using different oral, written and / or audiovisual strategies.

Students also actively participate in the MUN (Model United Nations) and Science Olympiads debate events organized by universities and schools both in Lima and internationally. In addition, the public and international relations area is responsible for promoting, organizing and carrying out cultural and academic exchange trips (Current destinations: Canada, USA) and ensures that agreements with universities and national and international entities are maintained to promote projects such as United Nations simulations and technology projects that can have positive impacts on our society.

XIII *Dissemination, Review and Approval of the Language Policy*

The Language Policy of the Villa Caritas and San Pedro schools was approved by the Institution's Board of Directors on September 9th, 2019 as recorded in the minutes of the meeting.

This policy entered into effect in March 2020, and will be reviewed annually during the first five (05) years of implementing the Diploma Programme. According to the recommendations received at the time of approval of the Language Policy, a first review was carried out in January 2021 by a commission made up of teachers, students, and parents.

Any precision regarding the grading scale used is subject to the regulations established by the institution, which seeks to promote the pedagogical guidelines of the educational project, respecting the guidelines proposed by the Ministry of Education of Peru.

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