

Language Policy

Daegu Dukin Elementary School

Mission Statement

Our school develops high agency learners and citizens who contribute to developing the global community by promoting world peace through inquiring, caring minds, and respect for diverse cultures.

Vision

The Future Begins with You, Learning for a Better World

1. Philosophy

At Daegu Dukin Elementary School (DDES) we believe that all members of the school community are language teachers and learners. Language is an important part of a learner's development. Language helps establish social relationships, it becomes part of the student's identity, and is essential to the learning process. We believe that the study of languages provides a powerful means by which one gains understanding of other cultures and this implies that spoken language is the only way to show respect for another culture.

2. Language Profile

All students at Daegu Dukin Elementary School speak Korean as their mother tongue.

As of 2021, 4.7% of the students are from international families. All but one of them speaks Korean as their mother tongue, and the other needs special linguistic support.

3. Language Practices and Programs

Language Instruction: Korean is the language of instruction within the school, therefore all academic content is delivered in Korean for all students, learners' success in the program depends on their level of competency in this language. Korean language education supports learners to build communicative skills and use language to construct meaning and to encourage social interactions. Learners develop their oral skills through listening and speaking, and their literacy skills through reading and writing when they are learning.

How we teach language of instruction:

- Balanced literacy including
 - Active and purposeful, listening and speaking to both communicate and construct meaning for deeper understanding
 - Viewing and presenting, to develop skills for interpreting, using, and constructing visuals and multimedia
 - Reading, to create meaning from text based on the complex interactions of phonemic awareness, phonics, fluency, vocabulary, and comprehension through read aloud, shared, guided and independent reading
 - Writing, to guide students in organizing and communicating thought, ideas, and information
- Reading and writing literacy and informational texts as integral to Unit of Inquiry (UOI)
- Regular library classes for all students
- Connections to the school library for research, UOI and Exhibition

Approach to support students' development of their mother tongue

DDES recognizes the cultural, personal, and academic importance of a student's mother tongue. Students whose first language is not Korean receive support and differentiation through the DMOE (Daegu Metropolitan Office of Education) Korean program and the English teacher. In order to improve the students' mother tongue and provide a multilingual experience, it is possible to open additional language classes with the support of DMOE.

Korean as a Foreign Language (KFL) Support

The KFL program assists students whose first language is not Korean to become competent in Korean allowing them full access to the curriculum as well as to the social and academic life of the school.

KFL support is provided through:

- DMOE KFL Program: Intensive Korean Class, Visiting Korean Language Education
- Recognize the student's linguistic goals and prepare strategies through cooperative curriculum planning of homeroom teacher and subject teachers
- Additional linguistic support from the homeroom teacher to understand the contents of the lesson
- Assign peer helpers who can assist the student in adapting to the language and culture
- Mentor-mentee activity with local college student

4. Additional Language : English

Since English is a major language commonly used in the global community, DDES, which aims to develop learners who contribute to the development of the global community, recognizes the significance of English education. The direction of DDES English education is: 1) to cultivate basic communication skills, 2) to self-directed English learning based on learners' interests, and 3) to promote a global community consciousness based on an inclusive attitude toward language and cultural diversity. As most of the DDES students learn English as a second language, authentic and hands-on English classes are conducted in consideration of the student's cognitive and affective characteristics.

All students at DDES take English classes regularly since English is the second language taught at DDES. First to second graders receive 2 hours of regular English instruction a week. Third to sixth graders have 2-3 hours of regular English classes per week. In regular English classes, students learn, listening, speaking, reading, and writing skills in a balanced and integrated manner. Learner-centered contextualized classes are conducted through UOI, which are included in the Program of Inquiry for each grade, and Stand-alone UOI. Achievement Standards from the Korean National Curriculum other than UOI are learned using various materials such as games, videos, songs, and picture books in English subject classes.

* DDES is a public school, and therefore must abide by all the DMOE(Daegu Ministry Office of Education) regulations. To fulfill this national requirement and to create balance between the IB requirements and those of DMOE, all students in grade 1-2 take after school English class.

- Practice of English Education by Grade Group

- 1st to 2nd grade group: Two ‘English-American culture experience English classes’ for 2 hours a week. International understanding education, cross-curricular multicultural understanding education, five after-school English classes and intercultural education included in POI, and operation of multicultural understanding sessions.
- 3rd to 4th grade group: Two hours of regular English classes per week, five after-school English classes, learn English communication centered on spoken language included in POI, cross-curricular multicultural understanding education and intercultural education, and multicultural understanding.
- 5th to 6th grade group: Three hours of regular English classes per week, five after-school English classes, exploring international issues included in POI, learning English communication centered on spoken and written languages, cross-curricular multicultural understanding and intercultural education, and international exchange club.

	1~2 Grade Group	3~4 Grade Group	5~6 Grade Group
English Lesson Hrs	48 (2 hrs/week)	68 (2 hrs/week)	102 (3 hrs/week)

Role of English teachers:

- Korean English teacher: Two English teachers who majored in elementary education or English education are assigned for regular English classes in the 3rd to 6th grades. Organizing clubs for students interested in international exchanges, planning and conducting English Festival (twice a year).
- Native English teacher: One native English teacher who was selected through the English Program In Korea (EPIK) affiliated with the Ministry of Education. The teacher is assigned to regular English classes for 3rd to 6th graders and co-teaching with Korean English teachers (21 hours per week). Participate in DDES' English document translation review as needed. In order to improve students' interest in English, English Camp is planned and conducted during vacation (twice a year). The English Book Club is organized to provide English education through English picture books (20 hours a year).

- Additional Activities

- Summer and Winter English camp to learn English-American culture with a native English teacher

- English book club to learn English through English picture books
- Conduct a Book Challenge event: Learners carry out missions related to English picture books
- Special culture classes suitable for a specific season (Halloween, Christmas)
- 5th grade Basic daily conversation English Club
- Field trip to English Village(5th graders, for one week)
- Korea-Japan International Exchange Club(Ichiba Elementary School in Yokohama, Japan)
- Bilingual class (Japanese) that supports multilingual learning
- Additional class for basic learner

5. School Library Support

DDES strives to support all students by developing the library collection and additional resources reflective of our evolving student body. Our library includes:

- Texts in a variety of languages and from around the world (Vietnam, Chinese, Cambodian, Japanese, etc)
- Special collection in English to support language acquisition program
- Electronic resources with language translation feature(Tablet PC)
- Regular additions to library collections to reflect incoming students' backgrounds
- Encourage using online e-library affiliated with DMOE
- Possible to access more multilingual books using the public library long-term book rental system

References

2021. DDES Education Plan

Korean National Curriculum(revised in 2015)

Guidelines for Developing a School Language Policy (April 2008)

PYP : From Principles into Practice (August 2008)

Enhanced PYP ; Learning and teaching (December 2018)

Enhanced PYP ; The learner (December 2018)

Enhanced PYP ; The learning community (December 2018)