

Language Policy

Principles

INTERNATIONAL-MINDEDNESS

Central to Luther College’s vision of “Quality education in a Christian context” is the principle of developing a learning community of international-mindedness and intercultural understanding. Language and culture are intertwined, and thus, language learning is a crucial part of an international education.

Students arrive at Luther College with a diverse array of language profiles. This diversity presents an opportunity for the sharing of languages and the cultural values preserved therein. Luther College, therefore, strives to foster a community that values multilingualism, allowing each student to better understand their own culture and the cultures and perspectives of others through language learning.

“To learn another language is quite simply and profoundly one of the best ways of learning to recognise the world and to see how others and otherness inhabit it. It is an education in difference as a pathway to understanding how to contribute to [...] global citizenship.”

(Michael Worton, as quoted in
IBO 2011, as quoted in Reisz
2010)

EVERY TEACHER A LANGUAGE TEACHER

At Luther College, every teacher is a language teacher. Every teacher has the role of helping students become effective communicators using the modes and languages of communication relevant to their area of study. The development of multiliteracies—the ability to engage with and construct meaning in multiple modes

and languages—is crucial to one’s ability to become a global citizen.

“The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural perspectives.”

(IBO 2011)

MULTILINGUALISM AS A FACT, A RIGHT, AND A RESOURCE

Multilingualism as a fact

Luther College has a multilingual student body. The student body at LCHS is highly diverse ethnically and linguistically. While all students have English competency, 34% of students identify their primary language spoken at home as a language other than English, while 51% indicate that they at least sometimes speak languages other than English at home. 32 languages are represented in our student community. Students whose primary language is English also represent a diversity of cultural and linguistic heritages.

Multilingualism as a right

With the linguistic diversity of our community comes the increasing need for a common language, empowering each student to participate in the life of the school. Therefore, English language learning is a critical part of a Luther College education.

It is also of great importance for students to have the opportunity to learn additional languages or further develop their mother-tongue.

Thus, Luther College recognizes the rights of students to receive education that does not

discriminate on the basis of language. The school aims to provide each student the opportunity of mother tongue instruction to explore their cultural identity and foreign language learning for promoting intercultural understanding.

Multilingualism as a resource

The environment of multilingualism and language learning at Luther College provides learning opportunities for the entire school community. Multilingualism promotes intergenerational understanding and bolsters the pool of cultural perspectives available to be drawn upon across the school's curriculum (IBO 2011). For students with mother-tongues other than English, mother-tongue instruction "strengthens their academic language development in other languages through the transfer of skills" (Cummins 2000, as cited in IBO 2011).

Practices

English is the working language of the school, and all students must complete courses in English literature in each year to receive Saskatchewan high school matriculation and a Luther College diploma.

In each year, all students are encouraged to take at least one fine arts, language acquisition, or physical education course. As of 2022, 91% of enrolled students have taken at least one language acquisition course at LCHS. Students in the IB Diploma Programme must complete a language acquisition course to be awarded the IB Diploma.

The school offers language acquisition courses in multiple languages at multiple levels to provide entry points for all students:

- French
- Core 9-12

- Immersion 9-10
- IB French SL
- IB School-Supported Self-Taught French A SL
- German
 - Core 9-10
 - IB German ab initio and SL
- Latin 9-12, as demand allows
- English as an Additional Language (EAL)
 - Intermediate, advanced, and higher level courses with tutorial support for mainstream courses

Parents and students will be advised through the school's course selection process as to the opportunities available within the school for language development and its importance to their development as a learner.

For admission to the school, students must meet the English language proficiency requirements set out in the *Admissions Policy (2023)*.

The school will support any requests by IB students with a mother-tongue or "best language" other than English in completing IB school-supported, self-taught (SSST) literature courses in their mother-tongue. The school will then arrange appropriate faculty supervision and support for the student.

Opportunities for sharing language are an important component of the student experience at Luther College. The school will provide students with opportunities to use language to explore diverse cultures and perspectives through the chapel program, international-mindedness council, special events, peer tutoring, clubs, CAS, and service projects.



Teachers are encouraged to allow students the use of a simple translation dictionary whenever the assessment allows for its use.

Owner:	Academic
Policy Section:	Faculty, Administration
Subject:	Language
Applies to:	All faculty and administration
Approved By:	Administration
Approval Date:	February 2023
Effective Date:	February 2023
Review Date:	February 2026
Replaces:	2018 version of same policy

Communication and Review

This policy will be reviewed and amended as necessary by a committee composed of faculty and administration members every three years at minimum. Any changes to this policy must be subject to a process of consultation with the entire faculty.

This policy will be communicated to the school community via the school's website and intranet.

References

Cummins, Jim. 2000. *Language, Power and Pedagogy*. Clevedon, UK: Multilingual Matters.

IBO. 2011. "Language and Learning in IB Programmes." Cardiff: International Baccalaureate Organization.

Luther College High School. 2023. *Admissions Policy*.

Reicz, Matthew. 2010. "Sorry, non comprehendo, I'm British." *Times Higher Education Supplement* (1970): 34.

UNICEF. 1989. United Nations Convention on the Rights of the Child

