



LanguageOne

global mother tongue
education

LanguageOne: Our new curriculum and pedagogical approach

The LanguageOne pedagogy stems from our belief that students learn best by *doing*, not by being taught.

The LanguageOne pedagogical approach is based on two elements:

- Our perspective on learners and learning in schools
- Our students are different in life experiences and in language exposure from their peers in home country schools

Research on language acquisition and practice on language teaching show that the best way to improve language skills is to use language in active ways, e.g. discussions, debates or group work. These forms of language use should be connected to the students' life experiences, so that they can bring their prior knowledge into our classrooms, to use as a base for extending their language skills in their mother tongue. In practice, this means that we strive after organising our classrooms and class time to maximise student participation in all areas of language use: speaking, reading, listening and writing. A LanguageOne classroom is characterised by a high level of interaction, between students, and between the students and the teacher. Our students grow in their linguistic abilities by using the language through meaningful interactions and by reflecting on their language.

The key elements in a LanguageOne class room

- > **Meaningful activities:** students use the language through meaningful interactions, that are connected to their own experiences
- > **Student-centred:** students are at the centre of all learning activities. The teacher is a coach, who supports students and helps them reflect on their learning
- > **Communicative:** language development happens especially through communication that is goal-focused. LanguageOne students are active learners in the classroom and are given equal opportunities to communicate and develop their language skills.
- > **Focus on process:** The process of communication in an activity or a task, and reflection on language, is more valuable than practicing language skills.
- > **Scaffolding:** We build from our students' current knowledge and abilities. It begins with finding out what they already know and can do, and building towards new knowledge.
- > **Connected to students' international environment:** Appropriate pedagogy takes into account the environment of the students, and connects the learning to their experiences.
- > **Differentiated to meet the needs of each student:** LanguageOne classes have students from a variety of backgrounds and with different experiences with the home language. We strive to understand the developmental path of each student, and help them grow in their abilities.



Pedagogical tools

To create a robust and language rich learning environment we use pedagogical tools that bring all the students in as active language users, no matter their level of skill in their mother tongue. We use activities based in structured cooperative learning and student-centred learning. These put the focus on language use at the learner level and ensure that all students can participate in learning activities. To ensure that all students express their prior knowledge and scaffold this to new knowledge in their mother tongue, we use pedagogical translanguaging strategies. Pedagogical translanguaging is based on the understanding that children (and adults!) think across languages and can transfer knowledge from one language to another, which strengthens both languages at the same time, and also strengthens their cognitive development.

LanguageOne curriculum

Within the framework of our educational approach, we have now developed a LanguageOne curriculum, with a clear focus on the student, language development and meaningful learning. Communication, collaboration, and culture are the basis of our curriculum. The LanguageOne curriculum framework will allow us to provide the same high-quality programme across all locations and languages. Our new curriculum will be complimentary to international curricula practiced in the day schools, and will allow students to develop cross-disciplinary language skills in ways that are meaningful and connected to the worlds they live in.

The LanguageOne curriculum takes both its inspiration and its structure from the International Baccalaureate®. Our close cooperation with the Foundation for Dutch Education Worldwide (NOB), the National Centre of Expertise for curriculum development (SLO) and the Dutch Inspectorate of Education enables us to provide guarantees for high-quality education. It not only allows for a smooth return to the home country, but also provides a good transition to other Dutch Language and Culture schools.

With regard to our multiple language programmes, we are in close collaboration with international knowledge centres and universities specialized in language acquisition. In Spain, for instance, we liaise with SEK International Schools.

Our assessment strategies are based on an understanding of language development, and are closely connected to best-practice in language assessment. We use formative assessment tools to ensure that all students are progressing at their level, and reaching the objectives we have set for them. This assessment is integrated into our teaching, and connected to the unique circumstances of our students, linguistically and culturally.

LanguageOne programme models

There are different ways in which schools can offer mother tongue education. At LanguageOne, we use 3 different models, depending on the type of collaboration with the international day schools.

Extracurricular model

This model is being applied within all our LanguageOne school locations. We have students from different classes, and sometimes different schools, coming together for their mother tongue lessons after day school. The curriculum we use is in-house developed, to meet the needs of our internationally living students. We plan carefully to deliver a curriculum that is connected to the realities of our students, and to their passport country cultures when and where appropriate.



Parallel model

At our schools in Dubai, Muscat and Shanghai we use, in addition to the extracurricular, the parallel model, meaning the LanguageOne classes take place during the school day, for students from only one school. In this model we continue to use our LanguageOne developed curriculum, making connections to learning in the day school when possible.

Integrated model

At some of our locations at LanguageOne Singapore, Dubai, Muscat and Doha the LanguageOne classes take place during the school day, and are a part of the school curriculum. For these classes, we collaborate with the school leadership to determine the curricular goals of the mother tongue programme and how to connect them to the day school in terms of learning.

The new LanguageOne curriculum has already been introduced in secondary education during the course of 2016 and will be implemented in primary education at LanguageOne schools worldwide starting August 2017. For questions please contact the local director of the LanguageOne school near you.

