LANGUAGE POLICY

KANG CHIAO INTERNATIONAL SCHOOL EAST CHINA CAMPUS

NURTURING INTERNATIONAL LEADERS,

PREPARING STUDENTS FOR A BEAUTIFUL FUTURE

FOUR IDEALS:

EXPERIMENTAL

NATURE LOVING

BILINGUAL
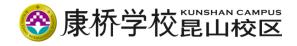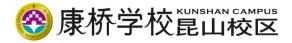
CREATIVE

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Philosophy

We understand that language is intimately bound to culture and universally shapes our cultural identity in addition to permeating all learning we undertake in life. Language is our window on the world and shapes our personal thinking and how we share our knowledge and understanding. We believe that meaningful communication through language values diversity, promotes international understanding, improves intellectual growth, raises self-esteem, lowers anxiety, and creates more positive attitudes to learning.

Consequently, language allows us to create and express our identity, and so we expect all teachers to promote language learning first and subject knowledge second, thereby promoting the understanding of different cultures and perspectives. In doing so, we recognise that multi-lingualism is a resource for learning that is to be valued and nurtured. Similarly, we embrace the understanding that communication includes non-verbal language and subject specific language derived from the study of different areas of knowledge.

We view the on-going language development of our students as the shared responsibility of all teachers, parents, and students. We are all responsible for supporting language acquisition, and teachers are expected to consider themselves language teachers first and subject specialists second. At KCIS East China we promote opportunities to build and extend language use and appreciation through both formal settings such as through classes and informal settings such as everyday English use.

We aim to develop students' ability to express themselves confidently and creatively in more than one language and through all four skills as well as the ability to collaborate effectively by listening carefully to the perspectives of other individuals and groups. Our school language policy is derived from our philosophy, principles, values and pedagogical theories in relation to language and learning and indicates a set of actions, which allow for the effective management of language practices and reflect a dynamic process for planning, achieving and evaluating language development goals in English as a Second Language, Chinese as a Second Language and those for Chinese-heritage Mandarin-speaking students.

Our concept of international education is such that we focus on a multilayered approach designed to enhance the local and global mindedness of each student in our care. We guide students through the content and process of education to move them from local mindsets to global perspectives.

Students' Linguistic Backgrounds

KCIS East China is a bilingual school and we strive to provide an environment with opportunities to achieve fluency in English and Chinese. We give equal validation to each language. English is the primary medium of instruction and interaction in all English-based subjects. Chinese is the primary medium of instruction and interaction in language, culture and history activities within the framework of Chinese Language and Literature and the Chinese-based subjects. Chinese is the language of the school's pastoral care system. If

some students have difficulty accessing the curriculum or pastoral care system through either language, then teachers will provide appropriate support.

The language policy is based on a range of different perspectives on students' linguistic profiles and requirements, teaching and learning needs and issues as well as promising practices with respect to language acquisition. There is a language profile for each student which includes their MYP Language Acquisition determined English Phase level for EAL students, as well as information on Chinese Language Proficiency. Students with mother tongues other than Chinese and English, also have information regarding their mother tongue listed in their student profile on Managebac. A student's language proficiency is determined based on their previous language courses, proficiency assessments and language learning experiences. Students are advised by language teachers and programme coordinators on which English and Chinese courses best suit their language abilities, so that they can make informed decisions on which Group 1 (Language and Literature) and Group 2 (Language Acquisition) options to undertake in the DP. In the MYP, the MYPC and the Chinese Department will determine whether placement of students in language and literature classes or language acquisition classes is appropriate if their mother tongue is other than English or Chinese.

Admissions Requirements – English and Host Country

Identification of English language proficiency and the needs of individual students are completed at admissions by evaluating a combination of previous learning records, diagnostics tests, oral interviews and written application documents. This process intends to assess students' English proficiency in expressing and communicating ideas in structured writing, oral presentations and interactions, and student's capacity to use English content medium to engage in and express critical and analytical thinking in an English environment. On entering the program, a student's language proficiency will be assessed by the Heads of Individuals and Societies and the English Language Departments in order to determine student's English level and ability to express thinking in English which will inform admissions of a student's readiness to participate in an English-medium learning environment.

The IB Programme guidelines used in evaluating students are that in order to successfully participate in the English stream, it is recommended that students entering in Grades 6 and 7 display a minimum proficiency of phase 2 as determined by the MYP Language Acquisition phase guide requirements. Students seeking to join the IB Curriculum in Grade 8 would ideally have a minimum phase 3 language proficiency and those entering Grade 9 or 10 should have a phase 4 language proficiency. The principle behind these guidelines is to ensure student success in accessing the English taught curriculum upon entering the programme and to maximize their chances for success in continuing to DP based on the language requirements.

In line with its inclusion policies, the school admits students with lower levels of language proficiency than the IB Programme guidelines stated above. Similarly, students whose English proficiency does not develop

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in line with the rate indicated by these guidelines may remain in the IB programme. In some cases, language processing challenges may contribute to interference with English language development. Support for students whose language proficiency is lower than would ideally allow them to access the curriculum is assessed on a case-by-case basis, and may include students and their families committing to work with the school language centre, academic intervention and, where appropriate, referring students for diagnosis and specialist support outside the school.

Mandarin Chinese (Putonghua) is the official language of the Chinese mainland and all students in the school have access to Chinese classes which best match their proficiency in the IBMYP and IBDP. Students with a suitable proficiency in Chinese and/or in English have the opportunity to study Chinese Language and Literature and/or English Language and Literature (Group 1). Students without suitable Chinese Language Proficiency can take Mandarin Language Acquisition programme in which case they are placed in an appropriate Mandarin class for their proficiency level.

Through effective communication in another language, students are sensitised to cultural diversity and better able to understand the global world in which they live, which prepares them to be active participants in multilingual communities at home and around the world. Students are encouraged to value their multilingualism and diversity and to make conscious choices about leveraging it through code-switching.

We believe that students should be exposed to texts and translated texts from other cultures in all their classes whenever possible, so that they are exposed to multiple perspectives even though they do not know the original language of the text.

In order to support all students, school administrators, teachers, librarians and other support staff involved with teaching and learning will receive on-going professional development around factors affecting language acquisition.

Language Philosophy and Practices

Our school believes that language forms the basis of all communication and the level of proficiency in language determines the acquisition of knowledge, concepts and skills in different academic disciplines. Language learning plays an integral role in intellectual development and is a lifelong process and multilingualism is a skill to be nurtured and encouraged as a way of accessing new skills, knowledge and understandings. Multilingual students have the right to leverage all of the linguistic skills at their disposal throughout the process and should be encouraged to transfer their prior learning in whatever language to the current and future learning of other languages or disciplines.

It is understood that all students' gain proficiency at different paces thus the linguistic needs of each individual should be taken into account during the teaching and learning process. All students have the right

to be supported while learning the language of instruction and their mother tongue(s). Ongoing language learning and development is a shared responsibility of all teachers, students and parents at KCIS East China. Detailed information on the MYP Language Phases 1-6 is given in the first open day for each grade level by the Head of the English Language Acquisition and English Language and Literature department. English Language acquisition students' phases are reported to parents at the end of each semester. Students in English Language and Literature will have grades reported.

A Learning Environment for International Mindedness

We recognise that language is central to promoting international mindedness. All students should have the opportunity to experience learning other languages. Through effective communication in another language(s), students are sensitized to cultural diversity and can better understand the global world in which they live so that they are prepared to be active participants in multilingual communities at home and around the world. Students are encouraged to develop language skills to assist them to communicate and function more effectively in culturally and linguistically diverse environments. Diverse language learning experiences at KCIS East China which facilitate students' ability to overcome language barriers, enable them to understand the thinking of other cultures, and foster linguistic skills to express one's traditions and culture thereby creating significant experiences for international education.
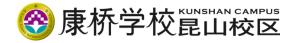
Pedagogy

We use a variety of instructional methods and strategies appropriate to language acquisition to demonstrate the interconnection among reading, writing, speaking and listening in the implementation of our English and Chinese Language Acquisition courses, as well as Language and Literature courses.

It is believed that languages are taught through relevant contexts and thus we encourage all our IB teachers to be language teachers by employing suitable English immersion pedagogical approaches such as content and language integrated learning to increase the effectiveness of teaching and learning in different disciplines.

Professional Development

Our Language and Literature and Language Acquisition teachers are required to attend IB-recognised workshops and also participate in other types of professional development such as Job-a-Likes in other IB World Schools in China. Teachers are also encouraged to be familiar with the IB's Programme Resources Centre (PRC) to gather the latest information about curriculum review, development and research initiatives and activities in group 1 and group 2 languages and to join forums on the PRC for IB language teachers.

Internal professional development workshops, faculty meetings and teacher professional development feedback frequently emphasize the importance of scaffolding language acquisition for students in all subjects and share strategies and practices for doing so. Teachers are constantly reminded of the importance of recognizing that teachers promote language learning first and subject content learning second.

Language Courses Offered at KCIS East China

Language Acquisition

English

In the IB, EAL students study English Language Acquisition classes at the appropriate phase level for each student in the MYP. These classes link to the Group 2 English B course in DP. This course follows the IB framework and develops students' language and literacy competence in English as well as intercultural competence. At the MYP level, students participate in MYP Language and Literature courses if numbers allow, but if numbers do not, the English Language Acquisition courses in higher phases are extended so that students can build their knowledge and skills in the analysis of English Literature.

Chinese

It is desired that all students at KCIS East China with appropriate language proficiency will study Chinese language and literature in order for native speakers and Chinese Second Language Learners to gain a better understanding of the host country, and, in the case of native speakers, to better understand their own culture. Where Chinese is not the student's mother tongue and appropriate proficiency to access Language and Literature classes in the MYP has not been reached, Chinese Language Acquisition classes are created to support the students through their acquisition of Chinese language and exposure to Chinese culture. In the DP, students may choose to continue their Chinese studies in the Group 1 Chinese A: Language and Literature classes, but do not take Chinese as a Group 2 subject.

Alternative languages - Ab Initio via Pamoja

Diploma Programme IB learners will have the opportunity to study a third language at the Ab Initio level if they have had minimal exposure to the language. The school will refer to courses available through Pamoja Education to support the student's choices. At present DP1-2 – Spanish *Ab Initio* and French *Ab Initio* are offered (Pamoja Education).

Language and Literature Programmes

English and Chinese

When students begin an IB programme, they may study English Language and Literature and/or Chinese Language and Literature if their skills in all four language areas (reading, writing, listening, speaking) are at a minimum phase 5 level on the MYP Language Acquisition Phase guidelines. A phase 5 is the minimum

level of proficiency is needed to access the curriculum by the IB. English Language Acquisition students with a phase 5 and above English Language proficiency, as well as mother tongue English speakers will have the opportunity to take English A: Language and Literature as their Group 1 course in the DP.

Other Mother Tongue Languages

KCIS East China accepts students with other mother tongues, most commonly Japanese and Korean. These students are provided opportunities to continue mother tongue language development upon request in the form of an after-school programme.

Language Support Services

Role of the Library in Language Development

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed;
- Access the needed information effectively and efficiently;
- Evaluate information and sources critically.

The role of the KCIS East China library is to promote and facilitate information literacy across all curricula and to all members of the KCIS East China Community. The library has databases that contain professional material, scholarly articles, newspapers and magazines in many languages.

The library actively collects books and solicits donations of reading resources from the community written in Korean, Japanese and other languages to bolster mother tongue support in the library.

Language Support Centre

When a student has been identified with additional language learning needs including language difficulties or gifted and talented abilities, intervention and support are provided through the Language Support programme in line with a referral process. The Language Centre works with teachers to help them meet the needs of students identified with special language learning needs. If the identified student speaks English as an additional language, the MYP English Language Acquisition Department works closely with the Language Learning Support department and other teachers to provide the best service for this individual child.

Additional Language Support

Multilingual resources are available on site at the school library.

Within the IB MYP programme, there is an actively managed reading scheme based around resources from Renaissance Star Reading and students are set individualized learning goals. Where students struggle to read, they are timetabled for additional reading support from language teachers.

Communication with stakeholders

Teachers reflective comments about students in the end-of-year reports are written in the teacher's language of instruction. Important information about the implementation progress and activities of the IB Programme, school-wide news and initiatives, student attendance and performance and essential school forms is made available in bilingual versions, that is, English and Mandarin Chinese, depending on the target audience. Such information will be communicated through, for example, our school website, Managebac, open days, teacher-parent conferences, informal phone conversations and so forth. Where possible, and appropriate, the school will arrange for a translator to be available to translate into a parent's mother tongue at parent meetings. (e.g. Chinese or English to Korean translation)

Equity of Access (fair and impartial access)

In addition to the accommodations described above in making exceptions to the MYP guidelines for minimum language levels at each grade, the KCIS East China Inclusion Policy describes how we work

to provide equity of access for all including those with special educational needs or who require learning support.

Policy Review

At KCIS East China we recognise that there are a number of factors that can influence the language learning needs of our students such as, but not limited to, the student enrolment, the dominant mother-tongue languages, the effectiveness of language instruction and expectations of parents.

To this end we aim to review our language policy regularly in every 5-year cycle to ensure that it is coherent with any changes in the student and community demographics or other circumstances, and that policy and practice are aligned. These reviews will stem initially from collaborative planning meetings in the three IB programmes.

This policy may be revised between formal reviews if deemed appropriate.

Future language philosophy should be informed through reading, among other publications, the relevant IB documents such as Towards a continuum of international education, Programme standards and practices, IB learner profile booklet, Making the PYP happen: A curriculum framework for international primary education and MYP: From principles into practice.
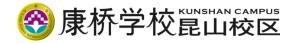
What are your beliefs about language in terms of communication and identity?

- Language ⟷ Culture.
  (intimate)

- Language is a universal communication tool in all cultures.

- Limits of language limit thought.

- Languages are fluid. There are no ideal models of any language.

- Languages help us create meaningful relationships.

- Humans want to communicate and this is not limited to any one spoken language or even spoken language.

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8. *International Baccalaureate Organization* (2015) IB learner profile in review, Language Policy, Ascot International School, Bangkok, Thailand. Permission of Silvie Edwards, DPC

9. *International Baccalaureate Organization* (2017) Middle Years Programme MYP: From principles into practice.

10. *International Baccalaureate Organization* (2021). Language Acquisition guide, Middle Years Programme

Appendix A – MYP Language Phases

Possible IB Language Continuum Pathways (IB Language Acquisition guide (2021) p 6)

Start of MYP 1	MYP		DP	CP
Schools may offer introductory MYP language acquisition courses (languages carousel courses) and consider the student's previous learning in the language during primary school education in order to determine placement. Refer to the written and taught curriculum requirements section in this guide.	**Emergent**	**Phase 1**	Ab initio	If the CP student is taking a DP language acquisition course, refer to the placement recommendations shown in the DP column to the left. If the CP student is not taking a DP language acquisition course, refer to the CP language development guide for recommendations.
		Phase 2	Ab initio (in rare cases) Language B SL	
	Capable	**Phase 3**	Language B SL	
		Phase 4	Language B SL/HL	
	Proficient	**Phase 5**	Language B SL /HL Language A: literature SL Language A: language and literature SL Literature and performance SL	
		Phase 6	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL	

MYP Language Acquisition Global Proficiency Table (MYP Language Acquisition Guide (2021) p 24-25)

MYP language acquisition global proficiency table

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple authentic multimodal texts in recognizable formats.	Emergent communicators in phase 2 understand and respond to a variety of simple authentic multimodal texts in recognizable formats.	Capable communicators in phase 3 understand and respond to a variety of simple and some complex authentic multimodal texts.	Capable communicators in phase 4 understand and respond to a wide variety of simple and some complex authentic multimodal texts.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in a variety of complex authentic multimodal texts.	Proficient communicators in phase 6 analyse and evaluate the important information, details and ideas presented in a wide variety of complex authentic multimodal texts.
They identify some explicit information (facts and/or opinions, feelings and ideas) some implicit information (supporting details) and can interpret some basic conventions and connections presented in these texts to draw conclusions.	They identify some explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections effectively in these texts to draw conclusions.	They identify explicit and implicit information and can analyse and evaluate conventions and connections in these texts to draw conclusions.
They demonstrate their comprehension in simple oral and written phrases using some simple modes.	They demonstrate their comprehension in simple short oral and written language using simple modes.	They demonstrate their comprehension by producing a range of simple and some complex spoken and written language using simple and some complex modes.	They demonstrate their comprehension by producing a range of simple and complex spoken and written language using simple and complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.

Continues…

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
They engage in simple rehearsed and some unrehearsed exchanges to convey basic information on everyday personal and in some social topics in a very limited range of familiar interpersonal situations.	They engage in simple rehearsed and unrehearsed exchanges to communicate their understanding and opinions on everyday personal and social topics in range of familiar and some unfamiliar situations in interpersonal and cultural contexts.	They engage in some authentic and spontaneous conversations to communicate their understanding and opinions on everyday personal, social, and in some topics of global significance in range of familiar and unfamiliar situations in interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding and opinions on topics of everyday personal, social, and global significance in a range of familiar and unfamiliar interpersonal and in cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.
They communicate some required information, in recognizable formats, with some sense of audience and purpose to suit the context.	They communicate all required information, organized in appropriate formats, with a clear sense of audience and purpose to suit the context.	They communicate some required information, organized into a recognizable format, with some sense of audience and purpose to suit the context.	They communicate all the required information organized in an appropriate format with a clear sense of audience and purpose to suit the context.	They communicate all required information, organized in an appropriate format with a sense of audience and purpose, to suit the context.	They communicate all required information organized effectively in an appropriate format with a discerning sense of register, audience, and for a variety of purposes to suit the context.