

### **Philosophy**

The purpose of the language policy is to support students' language needs. The Canadian International School of Beijing (CISB) language policy is consistent with the IB requirements. The language policy places importance on language learning and addresses the diversity of students' language needs through teaching and learning (IBO Programme Standards and Practices, 2014).

Maintaining and developing language and literacy skills in mother tongue supports the facilitation of second language learning, multilingualism, cognitive development and intercultural awareness. Therefore, CISB recognizes that a student's mother tongue is important to self-esteem, learning culture, and community. Students at CISB should feel that their own culture and language are validated and recognized as an important part of the international community. For these reasons, understanding and supporting students in remaining connected to the language, literature, culture, and community is essential to their language development (Learning in a language other than mother tongue in IB Programmes, April, 2008).

CISB relies on relationships with all stakeholders and community members to achieve full potential of mother tongue development. While Mandarin holds a place of value, English is the primary language of instruction and communication in the school. Language is emphasized in every classroom and all CISB teachers are considered language teachers. Teaching and learning is supported and informed by language-based professional development and current best-practices. CISB promotes inclusive language practices consistent with the learner profile attributes of caring, principled, risk-takers and communicators. Therefore, we encourage our students, staff and parents to use a language that will include others. Additionally, to support language learning, differentiation occurs at the assessment level. Please see the Inclusion Policy and Assessment Policy for further details.

### **Definition**

The mother tongue of second language learners (also known as first language, home language, preferred language, native language, heritage language and best language), describes the language that students use at home, and/or outside the classroom environment (Learning in a language other than mother tongue in IB programmes, April, 2008).

#### **IB Primary Years Programme**

The language of instruction for PYP at CISB is English, and the role of language is emphasized in every classroom throughout all subject areas.

All non-native English speakers are assessed upon enrollment. If it is determined that the students need additional English as additional language (EAL) support, they are placed in the EAL program. EAL teachers will work closely with the homeroom teacher to provide integrated content and language learning within a pull out and push in environment for the student. Students are assessed as needed upon the recommendations of the homeroom and EAL teachers. If they are successful, they can progress to the next levels or will be able to graduate from the EAL program.

As an additional language, all students will be assessed after their enrollment as well as the beginning of each school year and will be placed in the appropriate Chinese leveled class and take a 40 minutes Mandarin class every school day. Students will work with a Chinese language teacher, who works collaboratively with homeroom teachers, to integrate language and content. Students are assessed as needed upon the recommendations of the Chinese language teacher. If they are successful, they can progress to the next language level.

When students transition from PYP to MYP they are assessed and phased into an appropriate English acquisition or language and literature class. This process involves using data from a standardized language assessment tool, as well as discussion with the Grade 5 homeroom teacher, MYP/DP language department heads, and administration.

#### IB Middle Years Program

The language of instruction for our Middle Years Program (MYP) at CISB is English, and the role of language is emphasized in every classroom throughout all subject areas. All subject teachers are considered language teachers.

The Middle Years Program recognizes the importance of the host country's language and culture. CISB implements this by requiring MYP students to take Mandarin as either a Language and Literature or Language Acquisition course. French Language Acquisition and Literature and Korean Language and Literature are also offered in Grades 9 and 10.

All non-native English speakers are assessed upon enrollment. Fluency in English is not a requirement for our MYP grades. However, Grades 9 and 10 require a minimum EAL level 3 and 4, respectfully. Grades 6, 7 and 8 students with an EAL level of 1 or 2 will be in a bridging program. Students with an EAL level of 3 or 4 will receive additional support. These EAL levels are determined based on standardized assessment and the student's overall MYP learning profile.

Additionally, based on the enrollment assessment, all language learning students are phased for the appropriate language acquisition class. Movement between the phases occurs formally at the end of the school year. Language acquisition teachers meet to discuss student growth and their overall MYP learning profile to determine phase placement or movement into the language and literature classes.

#### IB Diploma Programme (DP)

The language of instruction for DP at CISB is English, and the role of language is emphasized in every classroom throughout all subject areas. All subject teachers are considered language teachers.

CISB provides Studies in Language and Literature (Group 1) for English, Chinese and Korean. We encourage the maintenance and development of mother tongue language. School-Supported Self-Taught Language and Literature is offered as a Group 1 option. Students who choose this option, study Language and Literature in their mother tongue under the guidance of the Mother Tongue Coordinator and with support from an external tutor. The self-taught program follows the assessment and reporting of Group 1 Language and Literature classes. Self-taught classes are generally scheduled at the same time as Mandarin; students studying self-taught language may be unable to study Mandarin. CISB offers a face-to-face Mandarin and French Ab Initio courses; additional Ab Initio courses are offered through Pamoja Education, an online teaching platform.

All non-native English speakers are assessed upon enrollment. An EAL level of 5 is the base level required for admission into our Diploma Program. However, a student's overall learning profile is also examined for a final decision.

#### **Promotion and Implementation**

CISB actively promotes the development and maintenance of mother tongue through a number of means, including:

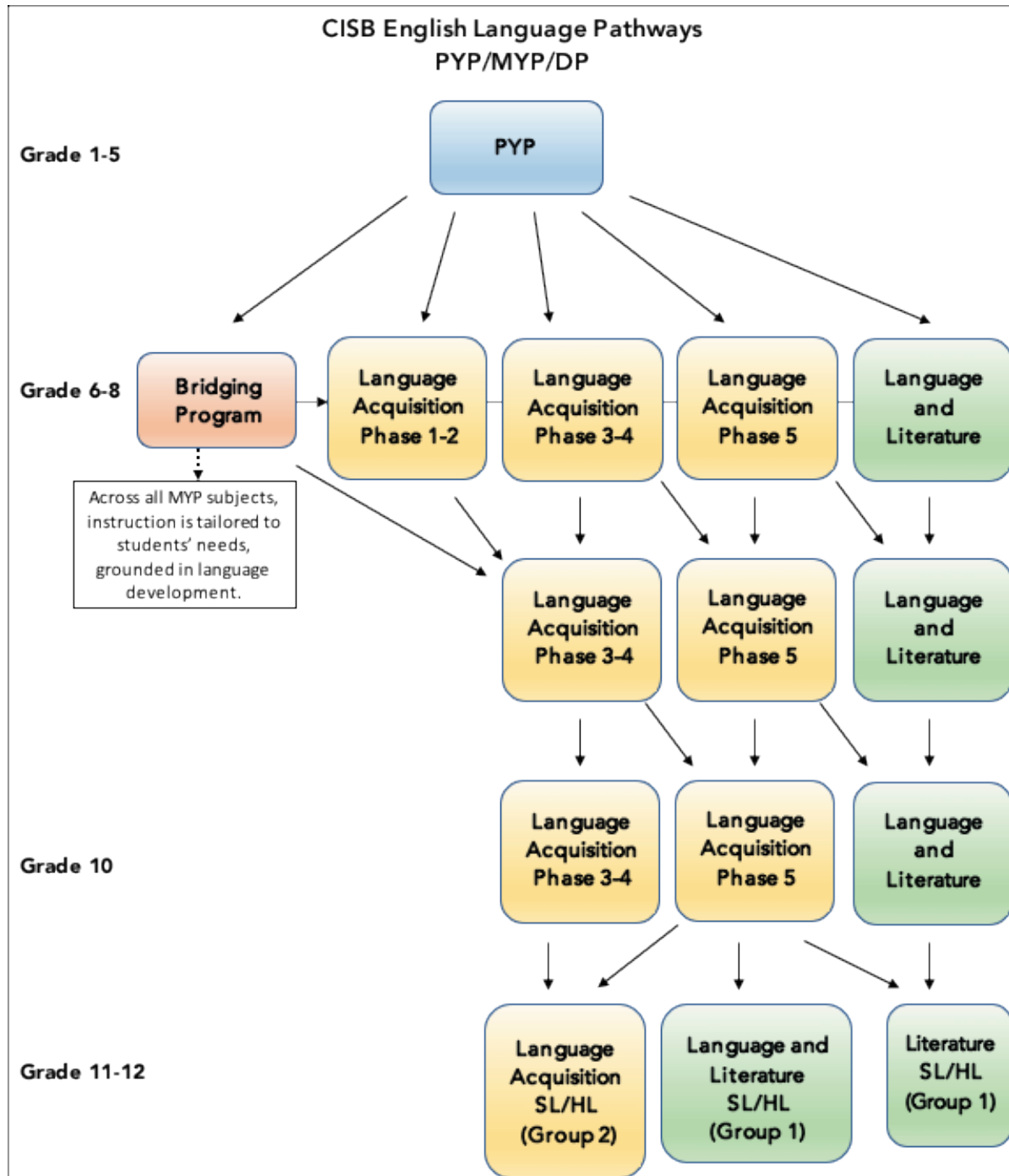
- Including the culture and history of student mother tongue countries in the curriculum
- Promoting mother tongue conceptualization when new topics are introduced
- Promoting mother tongue to parents and students
- Recognizing and celebrating various mother tongues within the school
- Purchasing mother tongue resources for classrooms and the library
- Offering seminars, conferences and inviting guest speakers as strategies to promote mother tongue
- Recognizing student achievements in the mother tongue classes
- Creating opportunities for students to celebrate their mother tongue and the cultures of their home countries
- Having a committee that continuously updates, directs and implements this policy to ensure best practices

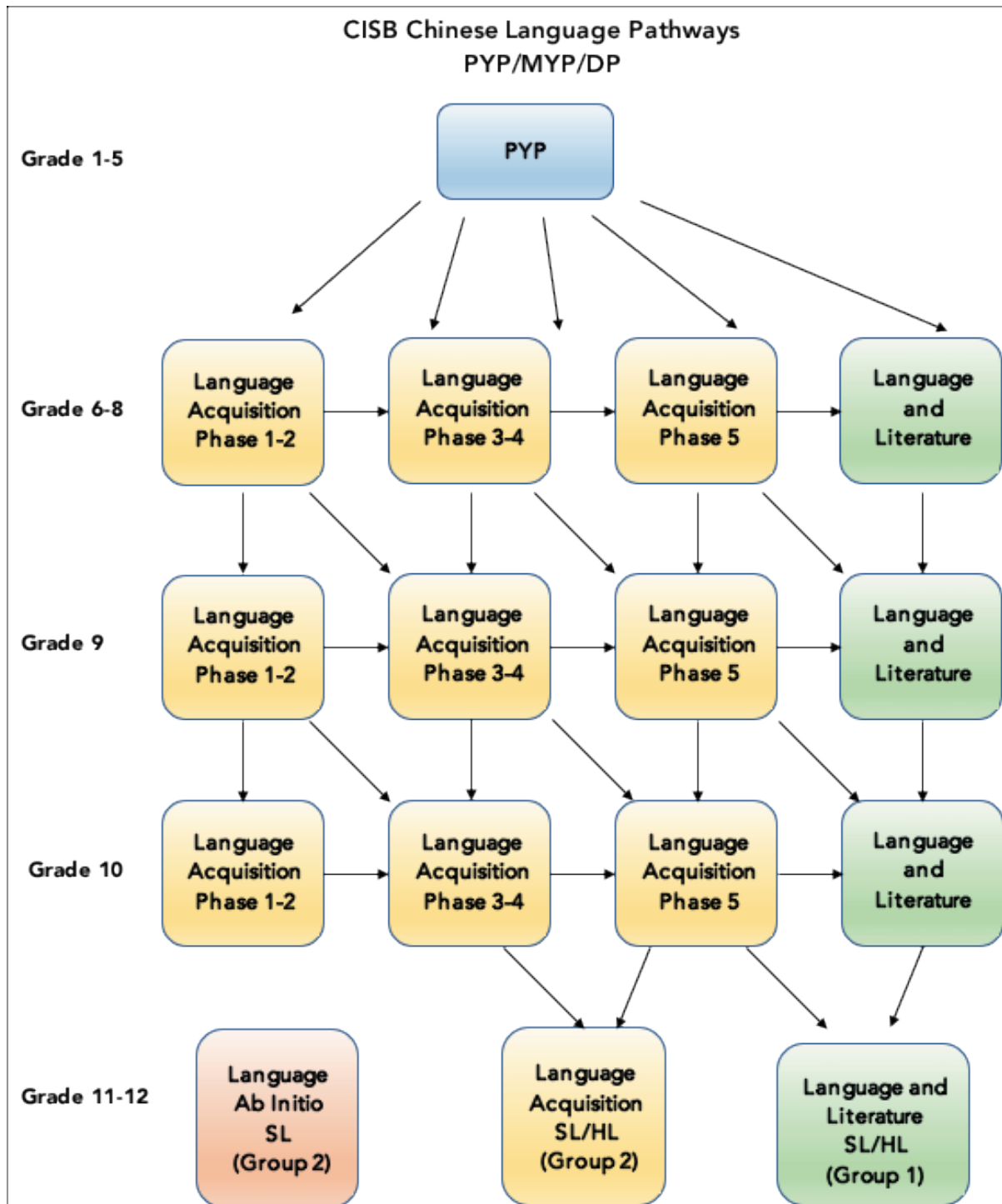
#### Language Conventions

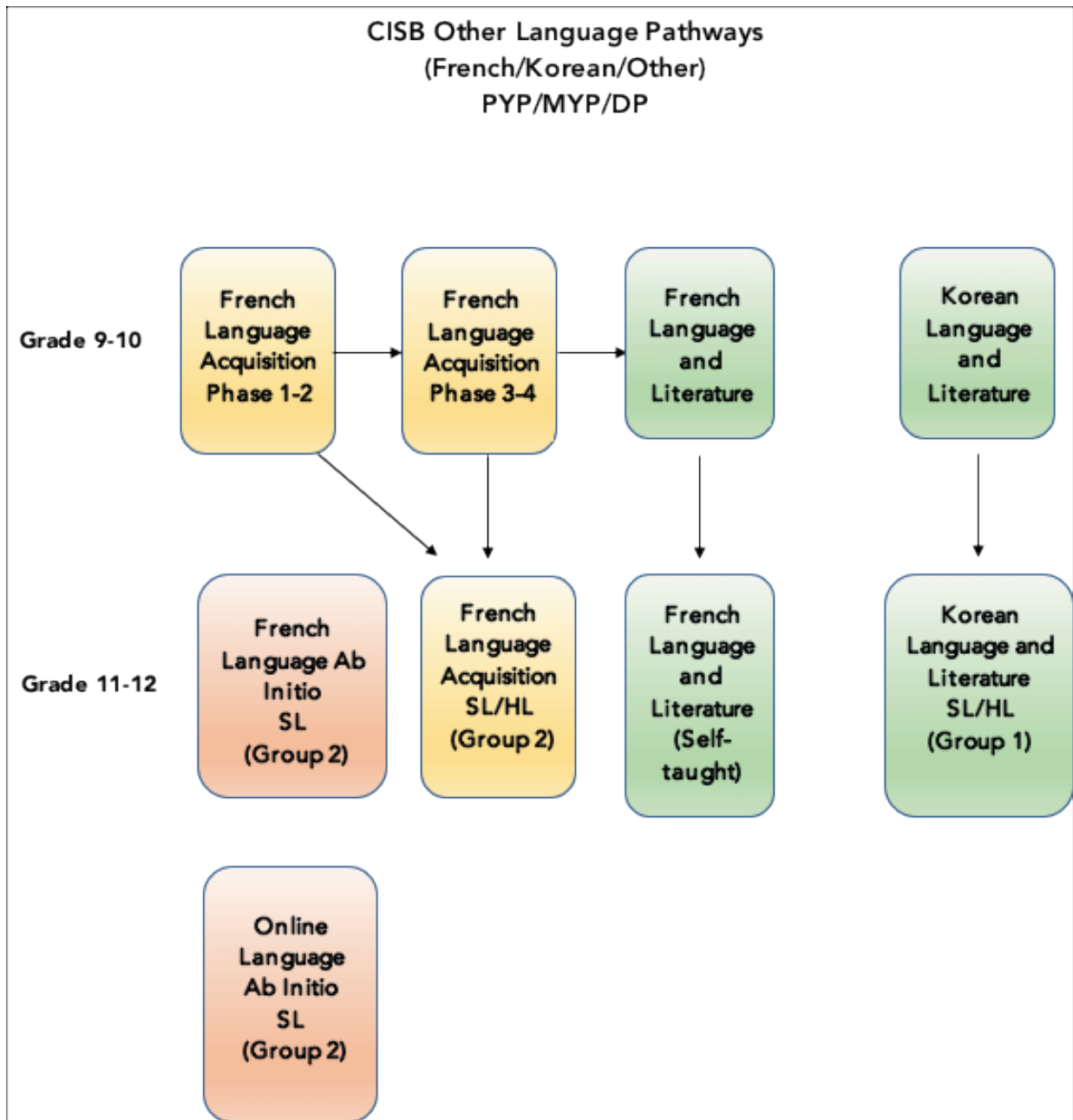
CISB recognizes and appreciates the variations of language conventions used in both written and spoken form.

#### Referencing and Citing

Refer to the Academic Honesty Policy for information on referencing and citing







REFERENCES

Learning in a language other than mother tongue in IB programmes. International Baccalaureate Organization, April 2008.

Language acquisition guide. International Baccalaureate Organization, 2014.