

Subject: Language Policy  
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 Revised by: CISB Policy Review Committee

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## 1.0 Philosophy

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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 learning and teaching.

Maintaining and developing language and literacy skills in mother tongue supports the facilitation of 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. At CISB, while Mandarin, in respect to the host country, 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, including Professional Development Communities, and intervention/BML support in the PYP. CISB promotes inclusive language practices consistent with the learner profile attributes of caring, principled, courageous and communicators. Therefore, we encourage our students, staff and parents to use a language(s) 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.

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## 2.0 Definition

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The mother tongue of 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).

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## 3.0 Admissions assessment

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All non-native English-speaking students from Grades 1 to 10 are assessed by a WIDA assessment at the point of admission to check if support is required through the Bilingual and Multilingual Learners (BMLs) program at the Elementary level or if English Language support is required in Middle/High.

Fluency in English is not a criterion for admission to our elementary school (up to Grade 5 Semester 1).

English language assessment is used to determine initial language class placement in Middle/High.

Further details can be found in the CISB Admissions Policy.

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## 4.0 Mother Tongue

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

- the culture and history of student mother tongue countries in the curriculum
- 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

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## 5.0 Language Conventions

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

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## 6.0 Family Engagement

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Families support the development of host country and mother tongue languages through a shared understanding of the student's language profile with the school.

Through parent conferences, report cards and other ongoing communication, teachers convey student progress and areas for improvement regarding student language development and growth.

Parents and guardians, as appropriate, are provided with support plans which may include details of developmentally appropriate strategies used in school to scaffold student growth, as well as recommendations for learning and practice at home.

CISB uses a range of digital platforms to support language learning both in school in partnership with families. Parents and guardians are informed of these resources in order to engage with and facilitate home learning.

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## 7.0 IB Primary Years Programme

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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 using the WIDA MODEL assessment. BML support is offered to students who, based on the WIDA assessment require additional English language support. BML teachers work closely with the homeroom teacher to provide integrated content and language learning within the homeroom classroom, for the student. Students are assessed as needed upon the recommendations of the homeroom and BML teachers.

Students who have significant language needs will receive intervention support in addition in in-class (integrated BML support). Based on WIDA testing, students who test below 2.4 or lower in WIDA MODEL Reading/Writing will be eligible for Intervention. Students will be placed in intervention in consultation with the BML Team Lead and the Intervention Specialists. Homeroom teachers will be informed and will be expected to support by ensuring students attend Intervention classes.

### 7.1 BML Intervention and Support Model

Student Level - Reading or Writing (WIDA)	Eligible for:	Expectations
< 2.4	Intervention support	Intensive support (Individual/small-group pullout classes) by Intervention specialist with feedback provided to HR teacher/BML support teacher.
2.5 - 3.4	BML In-class support /pullout as required	Co-teaching /Co-planning with BML and HR teacher.
3.5 - 4.4	In class support	HR teacher plans differentiated lessons with support from BML teacher
4.5 +	No BML additional support	HR teacher plans differentiated lessons.

- This table is to be reviewed annually to ensure we are meeting the needs of our students.
- Availability in Intervention is based on students with the greatest needs (to be determined by the Intervention Specialist and BML TL) first.

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## 8.0 BML Resources and Practices

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Pre-school language development is supported through play-based engagement with the curriculum. Teachers and TAs both engage students in English language acquisition and with a focus on phonics in the context of lessons and engagement with learning.

Elementary School (Gr. 1 – 5) has formal BML support as noted above.

Intervention - as noted above in 7.1 BML Intervention and Support Model.

The BML and Intervention programmes are supported by a variety of physical and digital resources reviewed annually.

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## 9.0 Mandarin

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All students in the PS/ES will take a 40 minutes Mandarin class every school day. To ensure all students are placed in the appropriate class, all students will be assessed after their enrollment as well as the beginning of each school year and will be placed based on assessment results.

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 a discussion with the Grade 5 homeroom/Mandarin teacher, the MYP/DP language department heads, and administration.

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## 10.0 IB Middle Years Programme

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The language of instruction for our Middle Years Programme (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 Programme 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 until the end of grade 8. French Language Acquisition is offered in Grades 9 and 10. Language and Literature is for native speakers or learners who have reached that level of proficiency. Language Acquisition classes are for learners who are still developing the foundational skills of reading, writing, speaking and listening. CISB endeavours to place students in a Language and Literature class, although we recognise that learners often come with complex language or mother tongue profiles that do not match current offerings at CISB.

All non-native English speakers are assessed using WIDA testing upon enrollment. Current students are assessed by the beginning of May. Fluency in English is not a requirement for our MYP grades. However, there are specific benchmarks that are expected. Please refer to the CISB Promotion Policy for these requirements.

Additionally, based on the enrollment assessment, all language learning students are phased for the appropriate language acquisition class. Phase promotion and transition to Language and Literature occurs at the end of Semester 1 or Semester 2.

Language acquisition teachers meet to discuss student growth and their overall MYP learning profile to determine recommendations to Middle-High Admin for phase placement or movement into the language and literature classes.

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## 11.0 Middle School English as an Additional Language (EAL)

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The English as an Additional Language (EAL) at CISB uses a co-teaching model with an EAL teacher co-teaching regular content classes with a content teacher. This includes many Individuals and Societies (I&S) classes as well as some Science, Mathematics, and Design classes. The EAL programme allows for two trained teachers to provide targeted English language support through specialized strategies with language learners in mind.

While we provide EAL support, the majority of language learning happens within the context of mainstream lessons. EAL support focuses on long-term vocabulary retention and integration of language and content learning.

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## 12.0 IB Diploma Programme (DP)

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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 and Chinese. As with MYP language classes, CISB values mother tongue and the integrity of our programme by appropriately placing students in the most appropriate language class based on their academic ability (see Language Pathways Charts below). 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 with support from an external tutor. The self-taught programme follows the assessment and reporting of Group 1 Language and Literature classes. 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.

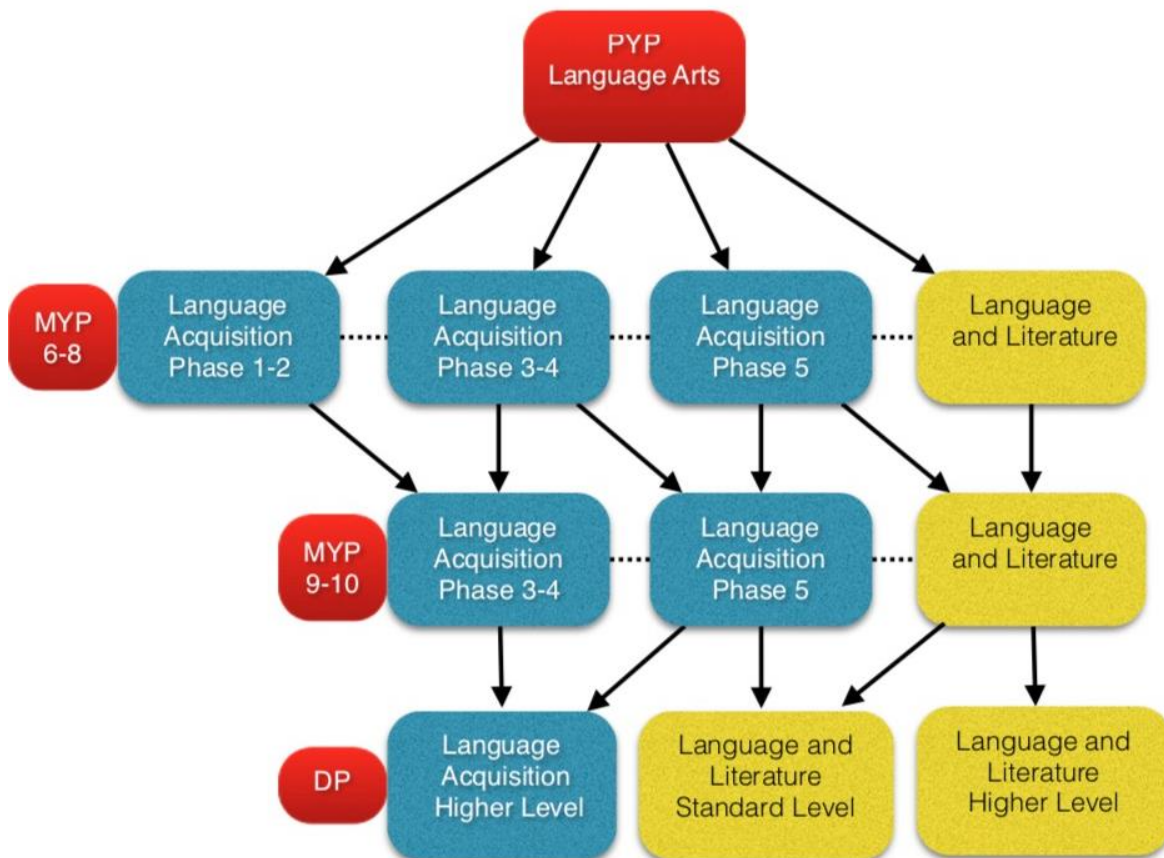


All non-native English speakers are assessed upon enrollment. An EAL level of 5 is the base level required for admission into our Diploma Programme. However, a student's overall learning profile is also examined for a final decision.

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### 13.0 English language Pathways

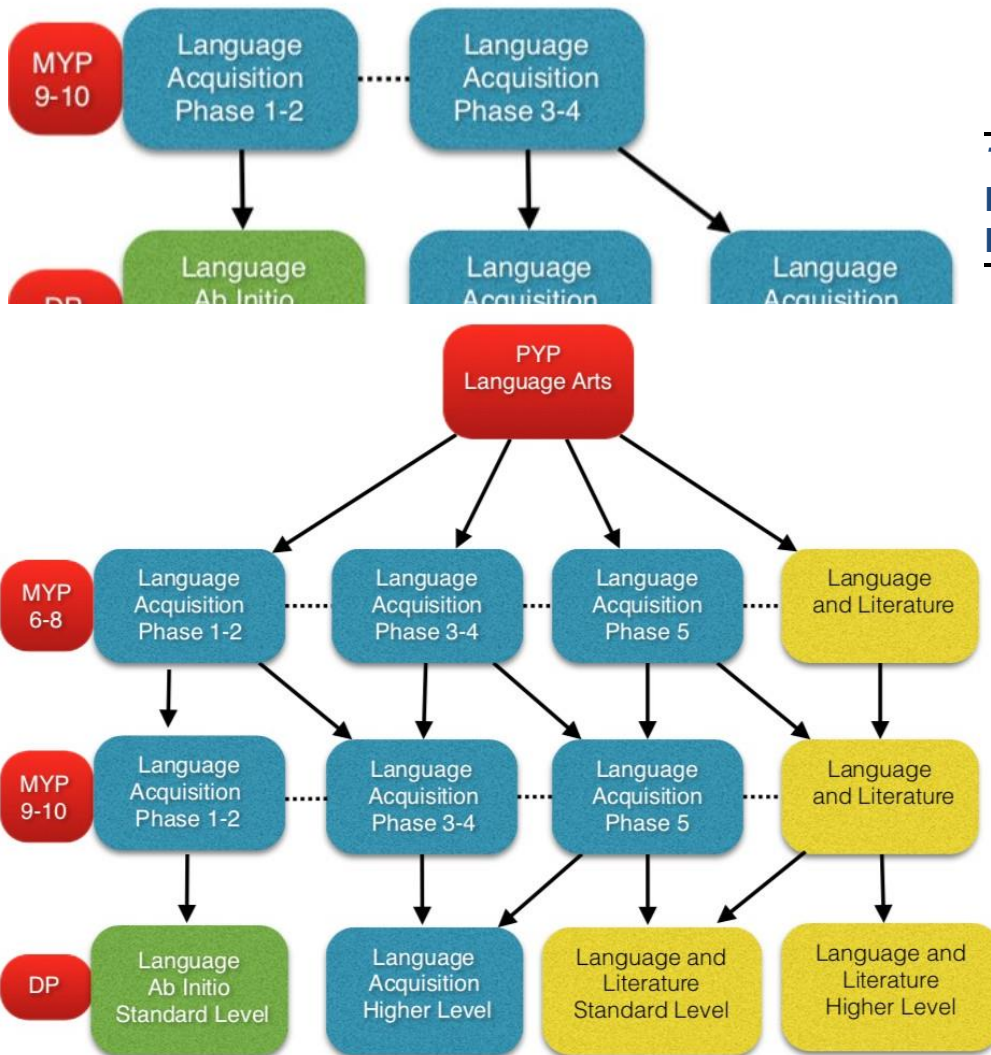
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### 14.0 French Language Pathways

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## 15.0 Chinese Language Pathways

## 16.0 References

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

Language acquisition guide. International Baccalaureate Organization, 2020.

## 11.0 Related Documents

11.1 Policy No: AD001 Admissions Policy & Procedures

## 12.0 Approved By

Douglas K. Prescott - Head of School



