



Zhuhai International School Language Policy 2020

ZIS Language Policy

This policy document was written through the collaborative efforts of a team of language teachers, IB coordinators, and administrators with feedback from parents. ZIS is an IB World school. In writing this policy, the team consulted the Guidelines for developing a school language policy written by the IBO in addition to the guides that outline our curricular programmes (PYP, MYP, and DP) as well as the recommendations that came out of the evaluation visit for all three IB programmes in the spring of 2017. During the review cycle in 2019- 2020, the new Standards and Practices as well as the new MYP Language Acquisition Guide were consulted to ensure that requirements therein were met.

Who we are

Zhuhai International School (ZIS) educates students aged 3-18 from around the world. Founded in 2007, it has maintained a family-oriented atmosphere. While a sizeable portion of our students have spent much of their childhood in the country, they hold passports from other nations. Students enter ZIS with a range of needs related to language.

What we believe

Language allows for creativity, expression and cultural understanding. Through language we build relationships, share ideas and strengthen community. As an English-medium school, we promise to our stakeholders to build up English proficiency. As residents of China, it is our duty to better understand, appreciate and learn about our host-country's language, customs and characteristics. Studying Chinese allows us to do this. From Nursery through to the end of the Year 11, all students study our host language, Chinese. In the Diploma Program, students have the opportunity to continue with Chinese or to learn Spanish through the DP *Ab Initio* course.

At ZIS, we believe that language learning is directly linked to international-mindedness, open-mindedness, cultural awareness and global citizenship, each important concepts imbedded in the IB Continuum.

The ZIS Language Policy aims to reflect the school's mission statement:

At ZIS we strive to develop dynamic and principled global citizens who have the skills and attitudes to enable them to become compassionate, life-long learners who will contribute positively to the future of our world.

POLICY AIMS:

1. Outline our language goals
2. Reflect our IB Curricular Framework
3. Summarize our language practices
4. Outline how the curriculum allows for language development and works towards English language proficiency

1. LANGUAGE GOALS

We want ZIS students to:

- Reach the level of English proficiency needed to access our curriculum
- Have at least one academic language upon graduation with a focus placed on English
- Have the opportunity to learn (or continue learning) another language
- Value their home language and other languages used

2. IB Curricular Framework

As an IB World School, we recognize that all teachers whether they deliver the PYP, MYP or DP, are language teachers. In addition, Standard A. 7 clearly states that a school place, “importance on language learning, including mother tongue, host country language and other languages.” (Standards and Practices, 7). This standard drives the ZIS community to place a high value on English, the language of instruction, Chinese, the host language, and a student’s home language. In addition, “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 multilingualism and intercultural understanding, both of which are central to the IB’s mission.” (Language Acquisition Guide, 4)

Our Language Policy outlines how we promote, structure, deliver and encourage language learning to ensure our students truly become global citizens, able to create bridges across cultures through language.

3. LANGUAGE PRACTICES at ZIS

Our language practices reflect the underlying philosophies of the IBO. These practices include:

- A. Language Teaching and Learning
- B. English Language Acquisition
- C. Chinese Language Acquisition
- D. Additional Language Acquisition
- E. Validating Home Language
- F. Working in Consultation with Parents and Students

A. Language Teaching and Learning

WHOLE SCHOOL:

Structured, purposeful inquiry is the main approach to all our teaching and learning. Language learning does not happen in isolation; it is a tool used to communicate, learn about culture and express oneself. In this end, language is taught through authentic use.

- Every teacher is a language teacher. Ongoing training focused on language learning allows teachers to assist their language learners in the mainstream classroom.
- Support for those students new to English is provided through Learning Services to assist teachers and work with second language learners both in and out of the classroom.
- Our teaching practice values collaboration, careful planning and differentiation.
- Assessment informs our teaching and learning.
- EAL needs are met throughout the differentiated teaching and learning process. (See *English Language Acquisition*)
- Students with exceptionalities are supported through the Learning Services department. If formally identified through an Educational Psychologist, they receive an IEP (Individual Education Plan). Those without formal identification receive a Student Learning Support Plan. Both are reviewed annually. Their needs are met throughout the differentiated teaching and learning process. (See our *Special Educational Needs Policy* for more information regarding our Learning Services objectives and processes).
- We value contextualized and concept-based teaching; our content is presented in this manner

Early Years	Primary School	Secondary School
<p>A great focus in EY is placed on exploration, learning routine and play-based learning. This provides all students with a safe environment in which to learn language.</p>	<p>The Primary School has adopted the Common Core curriculum to inform their English language instruction. In conjunction with the PYP Language Scope and Sequence, the CC Standards are taught using:</p> <ul style="list-style-type: none"> • the 6 transdisciplinary themes • concept-based learning • the inquiry cycle <p>These same 3 elements underpin Chinese language instruction.</p>	<p>In the MYP, students are taught English and Chinese in classes that meet their language needs. In order to allow for multiple levels, students work with another grade level.</p> <ul style="list-style-type: none"> • Year 7 and 8 • Year 9 and 10 <p>Students in Year 11 are not in combined classes in order to make ePortfolios and eAssessment manageable.</p>

		<p>We offer 3 levels of language learning in the MYP which are typically divided in this manner:</p> <ul style="list-style-type: none"> • Phase 1-2 (emergent) • Phase 3-4 (capable) • Language and Literature (proficient) <p>Variations can be made if a grade group has different needs (for example, combining Phases 2-3 and Phases 4-5).</p> <p>In the DP, language classes on offer include:</p> <ul style="list-style-type: none"> • English/Chinese Language Acquisition • English/Chinese Lang. and Lit. • Spanish <i>Ab initio</i>
--	--	---

B. English Language Acquisition		
<p>WHOLE SCHOOL: The language of instruction at ZIS is English; this places a priority on English language learning from the onset.</p> <p>We recognize that:</p> <ul style="list-style-type: none"> • Students who are new to an English environment must be made to feel comfortable and secure as quickly as possible. As a result, English language learning must first focus on practical use and immediate needs. • Language learning does not happen in isolation; emphasis is placed on learning language in a suitable context and with peers as much as possible • Specialized support is vital for children who join in the older grades as they encounter more sophisticated content while navigating a new language. • ZIS prizes inclusion, but must allow for an appropriate balance of language needs to give the best chance for students to access a demanding curriculum. 		
Early Years	Primary School	Secondary School
Classroom teachers, in conjunction with Learning Service teachers, establish a plan	Classroom teachers, in conjunction with Learning Service teachers, establish a plan	Students are assessed during the admissions process to determine if they have enough English

<p>for students requiring extra English language assistance.</p> <p>Classroom teachers support EAL learners via differentiation of tasks in the homeroom classes.</p>	<p>for students requiring extra English language assistance.</p> <p>EAL learners receive support based on their English level through our EAL program. This is divided into 2 groups:</p> <ul style="list-style-type: none"> • EAL1: for students who are new to English • EAL 2: for students who are working toward greater proficiency and reintegration in their regular classroom. <p>Additional small group English-focused learning occurs when the mainstream classroom is studying Chinese as the emphasis is first place on English language acquisition.</p> <p>Learning Services Teachers provide push-in support when working in the regular classroom for our EAL and exceptional students.</p> <p>Class teachers support EAL learners via differentiation of tasks in the homeroom classes.</p>	<p>to meet the needs of our program. (See <i>Admissions</i>)</p> <p>All secondary students are enrolled in the English class that best meets their needs and level. We offer 3 levels of English in the MYP program which are typically divided in this manner:</p> <ul style="list-style-type: none"> • Phase 1-2 (emergent) • Phase 3-4 (capable) • Language and Literature (proficient) <p>Variations can be made if a grade group has different needs (for example, combining Phases 2-3 and Phases 4-5).</p> <p>Fluent speakers are enrolled into <i>Language and Literature (LL)</i>. This course is designed to allow for the study of literature as well as important contextual elements. Students who are still mastering the language are placed into <i>Language Acquisition (LA)</i> and placed in the Language Acquisition phase that best suits their needs. This is determined through testing as well as through teacher observation. The English teachers, with the support from the Head of Learning Services, work together to make the best decision for each child with regards to placement and movement up the phases and into LL.</p> <p>EAL learners receive support based on their English level through our EAL program. This is divided into 2 groups:</p> <ul style="list-style-type: none"> • EAL1: for students who are new to English • EAL 2: for students who are working toward greater proficiency and
---	--	--

		<p>reintegration in their regular classroom.</p> <p>The EAL class is scheduled while the remainder of the year-group are in <i>Individuals and Societies</i>, a language-heavy subject.</p> <p>Push-in support is provided in Years 7-9 based on availability of Learning Services teachers for those students who have not yet achieved fluency in English.</p> <p>All subject teachers support those students who have not reached English fluency through various means to allow them to access the curriculum presented in each subject area. Examples of this include:</p> <ul style="list-style-type: none"> • Vocabulary lists • Differentiated tasks • Differentiated teaching • Visual aids • Support on <i>Managebac</i> <p>There is no additional support in Years10-13.</p>
--	--	--

C. Chinese Language Acquisition

WHOLE SCHOOL:
 The primary additional language at ZIS is Chinese as this is our host country. In recognizing that language is a bridge to understanding another culture, we believe that all students should have the opportunity to learn and strengthen Chinese.

We recognize that:

- Students enrolled at ZIS have a wide variety of Chinese proficiency; we ensure that all levels of Chinese language acquisition and strengthening are present
- Proficiency is not tied to citizenship – students who are not native to China are just as capable of joining the fluent classes as those who were born here

- Chinese language instruction is in keeping with our IB philosophies and not necessary a reflection of what is happening in other schools in the area
- Our fluent speakers will not have as much time dedicated to Chinese learning as their counterparts in other schools and we are not a bilingual school.

Early Years	Primary School	Secondary School
<p>Chinese co-teachers teach Chinese through play-based learning. In Nursery, lessons are 15-20 minutes long. In Reception, lessons are 45 minutes long.</p> <p>Throughout the day, EY children are exposed to Chinese through interactions with their peers and through interactions with their Chinese co-teachers and Teaching Assistants.</p>	<p>Each class has one foreign teacher and one Chinese teacher. This promotes a natural language- rich environment.</p> <p>Chinese lessons in Primary are based on levels of proficiency.</p> <p>Daily targeted Chinese lessons span 45 minutes.</p> <p>In order to permit various levels at all grade levels, students are grouped:</p> <ul style="list-style-type: none"> • Year 1 and 2 • Year 3 and 4 • Year 5 and 6 <p>Within these groups, there are 2 classes:</p> <ul style="list-style-type: none"> • Chinese for Fluent speakers • Chinese as an Additional Language <p>Differentiation plays a big role as there is still a large range of proficiency levels within each group.</p> <p>Exception is given to students who are new to English as that time can be used to further develop English proficiency before joining in the Chinese lessons.</p>	<p>All secondary students are enrolled in the Chinese class that best meets their needs and level. We offer 3 levels of Chinese in the MYP program:</p> <ul style="list-style-type: none"> • Phase 1-2 (emergent) • Phase 3-4 (capable) • Language and Literature (proficient) <p>Variations can be made if a grade group has different needs (for example, combining Phases 2-3 and Phases 4-5).</p>

D. Additional Language Acquisition

WHOLE SCHOOL:

Currently, we only offer one additional language other than Chinese and English, at the DP level.

Early Years	Primary School	Secondary School
		<p>In the DP, all students it is recommended that students continue with their English instruction, regardless of level.</p> <p>In order to be awarded the full IB DP Diploma, students must study one language at the Language and Literature level. This allows for a choice with Language Acquisition.</p> <p>Those who feel their Chinese is not strong enough can opt to study <i>Spanish Ab initio</i>. This course is designed for students new to the language and is only offered at the <i>Standard Level</i>.</p>

E. Validating Home Language

WHOLE SCHOOL:

Students are encouraged to maintain their home language, culture, and customs. A strong language base allows students to express themselves clearly as well as providing links and support to their language acquisition.

ZIS maintains a collection of language media and encourages parents to share resources with each other and the school through our school library.

F. Admissions

WHOLE SCHOOL:

Part of the admission process is to consult with parents and students, and determine the student's language profile:

- Languages spoken and proficiency in speaking, reading, writing
- English exposure and proficiency
- Language needs

At this time, the Principals, Head of School and the Head of Learning Services must be consulted to know how and to what extent the school will be able or unable to meet the student's needs and help the students to reach their language goals.

Parents are asked to produce any relevant documents that outline if their child(ren) have an exceptionality.

In the event that an exceptionality is obvious, parents are asked to seek support and an Ed. Psych assessment through Olivia's Place or a similar organization.

Early Years	Primary School	Secondary School
<p>In Early Years, a trial day is set up to allow teachers to observe a potential new student. Observations are shared with Learning Services and the head office.</p> <p>Consideration is given to all students based on classroom availability, learning needs and prior school placements.</p> <p>At this age it is often hard to see if a student may have an additional learning need.</p>	<p>In the Primary School, a trial day is set up to allow teachers to observe a potential new student. Observations are shared with Learning Services and the head office.</p> <p>Consideration is given to all students based on classroom availability, learning needs and prior school placements.</p> <p>Learning Services administers a DRA assessment soon after enrolment to provide a baseline of English ability.</p>	<p>In the DP, all students it is recommended that students continue with their English instruction, regardless of level.</p> <p>In order to be awarded the full IB DP Diploma, students must study one language at the Language and Literature level. This allows for a choice with Language Acquisition.</p> <p>Those who feel their Chinese is not strong enough can opt to study <i>Spanish Ab initio</i>. This course is designed for students new to the language and is only offered at the <i>Standard Level</i>.</p>

G. Working with Parents

WHOLE SCHOOL:

Parents are given feedback on language learning through regular reporting in all divisions of the school and through Learning Services if their child is receiving additional support.

Through our school newsletter, SeeSaw, WeChat and Managebac, parents are able to follow their child(ren)'s progress as well as events and activities related to all areas of learning within the school.

Through parent workshops, our community is able to learn more about our language requirements. This is an area that still needs strengthening.

LANGUAGE DEVELOPMENT and the ZIS CURRICULUM

Nursery to Reception: IB Primary Years Programme

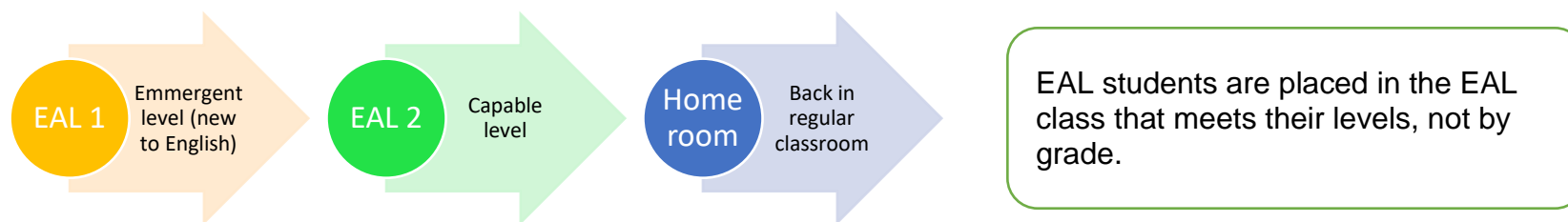
Early Years students study English, our language of instruction, and Chinese, the language of our host country.

Year 1 to Year 6: IB Primary Years Programme

Primary School students study English, our language of general instruction.

If the student is proficient in English they will have the opportunity to learn a new language which is Chinese, the language of our host country.

If the student needs help to become more proficient in English they will be assessed to join Learning Support classes. This involves special classes either EAL 1 or EAL 2 designed to help with speaking and listening, reading and writing. These classes are periodically assessed so students can move from phase to phase as their teachers see progression. Each phase is offered at every grade level.

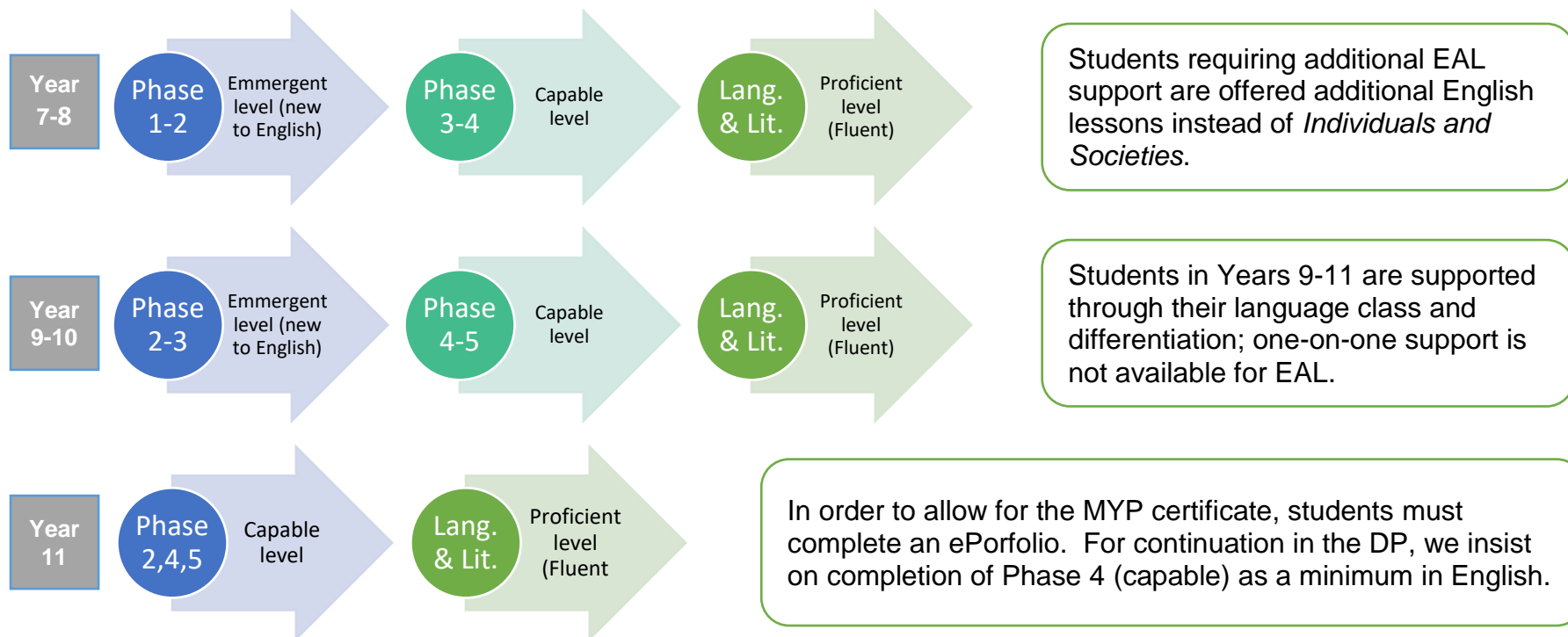


Students who need additional learning support will be placed in an alternate learning support class. They will either be Pull Outs, where the student/s has one on one or small group instruction, or Push Ins where the student/s are supported within the classroom learning environment.

These classes are offered in every grade level. These classes are designed to produce fluent English communicators (oral and written communication).

Year 7 to Year 11: IB Middle Years Programme

English is the language of instruction and is studied by all students. In addition, students continue to study Chinese as an additional language, with a variety of language choices at different levels according to demand. Students are enrolled in either Language or Literature or Language Acquisition (measured in Phases from 1 - beginner or emergent, to Phase 6 - proficient). The IB does not see English and Chinese as separate subjects but rather as *Language and Literature* and *Language Acquisition* and the means by which to differentiate language instructions, regardless of which language is selected by the school.



ZIS organizes the Language Acquisition classes into the phases that best support the students' language growth, ensure their language level allows them to access the curriculum and provides a maximum opportunity for progress from MYP to the DP. The groupings depicted above are a typical breakdown. Flexibility is possible if different phases present themselves.

Students move up from phase to phase as their teachers see progression. Each phase is equivalent to approximately one year of instruction. Typically, the lower phases are more prevalent in the lower year groups (Year 7-9) and the higher phases are more prevalent in the upper year groups (Year 10 and 11).

In Year 9 students must be able to access the curriculum without additional EAL support in order to allow us to ascertain that they are able to handle the full DP upon the completion of the MYP.

Year 12 and Year 13: IB Diploma Programme

The Diploma Programme allows a wider choice of language study. English is studied plus one other language, with a choice at different levels according to demand. Students must have enough English to access the course, so there is no EAL support.

Languages are studied within two broad groups: Studies in Language and Literature, and Language Acquisition. In order to achieve a full IB DP diploma, students must study at least one language at the Language and Literature level.

Language Acquisition	Language and Literature
<ul style="list-style-type: none">• English: Standard Level or Higher Level• Chinese: Standard Level or Higher Level• Spanish <i>Ab initio</i>: Standard Level	<ul style="list-style-type: none">• English: Standard Level or Higher Level• Chinese: Standard Level or Higher Level

POLICY REVIEW

This policy document will be reviewed annually to ensure that it is both current and relevant to the changing needs and dynamics of the school. After each review, the policy document will be shared with staff through Staff Orientation as well as division meetings devoted specifically to language acquisition and language needs at ZIS.

SUPPORTING DOCUMENTS

The following documents provide additional guidance about ZIS policy and procedures that link directly to SEN policy and practices:

- ZIS SEN Policy
- ZIS Assessment Policy

- ZIS Admissions Policy

Glossary of Terms

<i>Ab initio</i>	A language course option in the DP. This course is designed for students who have no prior knowledge of the language to be studied and is only available at the Standard Level.
Diploma Programme (DP)	Aimed at students aged 16-18 years old, “the programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.” (IBO)
Early Years	Nursery, and Reception. Students can be enrolled in Nursery at the age of 3. Students typically progress from Reception to Year 1 at the age of 4 or 5 years of age.
English as an Additional Language (EAL)	English as an Additional Language: the process of acquiring English in addition to other language(s) used at home or within communities outside school.
Higher Level (HL)	Most courses offered in the Diploma Programme, are available at the Higher Level. Students must pick 3 of their 6 course options at the Higher Level in order to obtain the full IB DP diploma. HL courses cover a greater scope of content and skill and require more class hours.
Language Acquisition (LA)	MYP and DP Language course aimed at students who have not yet reached fluency. In the MYP this course is divided into 6 Phases with Phase 1 being for complete beginners and with Phase 6 acting as a bridge with the Language and Literature course.
Language and Literature (LL)	MYP and DP Language course aimed at fluent speakers/readers/writers. This course teaches students how to analyse literary texts, understand the importance of context, stylistic choices, proper formatting and presentation.
Learning Services (LS)	Comprised of specialists in their field, the Learning Services team helps students in their learning journey; they also provide staff with the tools needed to assist their students. This team works specifically with

those students who require extra support with academics or social/emotional well-being.

Managebac

A computer platform used by the entire school to record grades, produce report cards, plan units, assign tasks, provide feedback.

Middle Years Programme (MYP)

Aimed at student in grades 6 to 10, The Middle Years Programme is “a challenging framework that encourages students to make practical connections between their studies and the real world, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.” (IBO)

Phases

There are a total of 6 phases that make up the Language Acquisition programme in the MYP; each phase is roughly equal to a year of instruction, although this is flexible enough to allow for more or less time dependant on student need. Phase 1 is for those who are true beginners (emergent), Phases 3 and 4 for those students who have studied the language for a few years (capable) and with Phases 5 and 6 for those who will be able to move on to Language and Literature (proficient) upon completion.

As is outlined in the MYP Language Acquisition Guide, students must have the opportunity to study an additional language long enough to allow for the completion of Phase 4 by the end of the MYP (18).

Please reference the Phase-specific language acquisition objectives, outlined on pages 11-14 in *From Principles into Practice*, for more details.

Primary Years Programme (PYP)

Aimed at students in Early Years through to the end of Year 6, the “PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child.” (IBO)

Primary School

Follows the PYP. Students enter in Year 1 and finish in Year 6. Students are typically 10-11 years old upon their completion of Year 6.

Secondary School

Made up of 2 separate programmes:

MYP (Year 7-11)

DP (Year 12-13)

SEN

Special Educational Needs: all work relating to exceptional students; run by the Learning Services Department

Standard Level (SL)

All courses offered in the Diploma Programme, are available at the Standard Level. Students may choose up to 3 of their 6 course options at the Standard Level in order to obtain the full IB DP diploma. SL courses cover the standard scope of content and skill and require fewer class hours.

BIBLIOGRAPHY

"4.1 Child Language Acquisition Theory – Chomsky, Crystal, Aitchison & Piaget." *i Love English Language*, Word Press, 5 Dec. 2010, aggslanguage.wordpress.com/chomsky/.

IBO. *Diploma programme: From principles into practice (2015)*. Cardiff: International Baccalaureate Organization, 2015. Print

IBO. *Making the PYP happen* Cardiff: International Baccalaureate Organization, 2009. Print

IBO. *Middle years programme: From principles into practice (2015)*. Cardiff: International Baccalaureate Organization, 2015. Print

IBO. *Language acquisition guide (2020)*. Cardiff: International Baccalaureate Organization, 2020. Print

"International Education." *International Baccalaureate®*. International Baccalaureate Organization, n.d. Web. 07 Mar. 2016. <<http://www.ibo.org/>>.

Pinker, Stephen. *The Language Instinct: How the mind creates language*. Penguin Books, 2015.

Roessingh , Hetty, and Susan Elgie. "Early Language and Literacy Development Among Young English Language Learners: Preliminary Insights from a Longitudinal Study." *TESL CANADA JOURNAL/REVUE TESL DU CANADA*, vol. 26, no. 2, 2009, www.teslcanadajournal.ca/index.php/tesl/article/viewFile/413/243.

"Stephen Krashen's Theory of Second Language Acquisition." *Stephen Krashen's Theory of Second Language Acquisition*, www.sk.com.br/sk-krash-english.html.