



CANADIAN INTERNATIONAL SCHOOL OF HEFEI

合肥加拿大国际学校

CISH is an International Baccalaureate candidate school and as such strives to recognize and support the languages of all students in an inquiry-driven environment.

### Overview

CISH recognizes that language is a vital part of our school's and the students' cultural identity.

CISH has a responsibility to support language development so that the student can participate fully in the academic program, the social life of the school and develop as individuals.

Parents, teachers and students contribute to the continuing language development of CISH students. Language is essential to communication, the construction of meaning, the development of critical thinking and conceptual understanding (*Making the PYP Happen*).

The diverse language backgrounds, language experiences and abilities of the students will determine their rate of progress. All students at CISH will have the ability to communicate in two or more languages.

### The CISH community language profile

#### Languages used in the school community

Languages of teaching and learning

Language and Literature: English, Mandarin, and Korean

Language Acquisition: English, Mandarin  
Language Ab Initio: Mandarin (for students who have been studying Mandarin for less than three years)

English

Languages of communication used in the school and outside the classroom

Types of Mother Tongue and other languages in the community

Korean, Romanian, Russian, Persian, Japanese, Cantonese, Indonesian, Thai, Afrikaans

## Language education logistics

### Referencing protocols

Please see the Academic Framework as explained in CISH's Academic Honesty Policy.

### Preferred works cited style

Please see the Academic Framework as explained in CISH's Academic Honesty Policy.

## Teaching and Language Learning Practices

CISH acknowledges that, "Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding in the IB," (*From Principles into Practice*, 12).

All subject teachers are considered language teachers and therefore responsible for language development (*Program Standards and Practices* "Section C: Curriculum"—standard C1, 8).

A language survey form will be completed upon enrollment to determine the language background of each student.

Language assessments will be conducted on all students, to determine the language needs of each individual student.

Students are encouraged to seek clarification in non-mother tongue lessons, as well as to include others in conversations through translation or changing to a common language. The playground, cafeteria and social areas of the school are considered multilingual.

For those whose mother tongue is not English, our main language of instruction, students may receive classroom support through one or more of the following examples where appropriate from this non-exclusive list, depending on the context:

- Use of visuals
- Peer support in the classroom (i.e. translating)
- Access to readings in advance
- Access to graphic organizers
- Adapted tasks so as to make tasks less dependent on large amounts of writing when writing is not the objective
- Checks for understanding in ways that require students to respond with more than a yes, or smile and nod because we know that many cultures view this as being polite and respectful despite the respondent's actual lack of understanding.
- Additional time to complete a task

- Where the assessment is not specific to the language, students may respond in their mother tongue or use language aids like dictionaries or translators • Descriptive body language alongside verbal explanations
- Tasks designed to empower peers in offering one another feedback Coordinator support material Standard B1: Language policy—Example 1 3
- Tasks designed to discourage the reliance on a digital translation software or program
- Activation of “students’ prior understanding, using the mother tongue and other languages when appropriate
- Consideration of “time and strategies necessary for activating and building up background knowledge when planning a unit of work or lesson”
- Demonstrations of the learning objective or task
- Learning structures designed to enable students to work in small, collaborative groups

Most of the differentiation strategies listed above will also benefit many other learners – even those whose mother tongue is English. This dynamic is especially true when learners of all backgrounds approach discipline specific terminology.

### **Mother Tongue Support**

In addition to providing structures such as those listed above to support language learners within the classrooms, the school offers many informal opportunities as outlined below to respect and support the language of those whose mother tongue is not English. Students may join one of the following clubs to support their mother tongue in the following non-exclusive ways:

- Mother tongue texts, visuals and resources available in the CISH library.
- Translating dictionaries available in language classes and CISH library.
- The future implementation of after school language clubs.
- Online resources and iPad applications to help support Mother Tongue development.
- Letters to parents are written in English, Mandarin and Korean.
- CISH has Korean translators employed in the school.
- MYP Development Course encourages students to complete reflections in Mother Tongue
- Providing and circulation to parents and students information related to the promotion of mother tongue
- Including the culture and history of student mother tongue countries in the curriculum

## **Library support of language learning**

The CISH library recognizes the importance of language to the intellectual, creative, and ethical development of students. The teacher-librarian works with language teachers to ensure a wide variety of texts are available to meet the needs of language learners, including English, Mandarin, and Korean.

The prospect of meeting the needs of our English as Additional Language learners (EAL) is exciting because it presents an opportunity to embrace an international spirit that values diversity. The teacher-librarian will build on our collection of international authors, displaying their work, and reading their stories. The teacher-librarian will also work in consultation with our EAL students, asking them what their ideal library would look like and the resources it would deliver. The library will display signs in the mother tongues of CISH to welcome all students and help them navigate our virtual and physical spaces. The teacher-librarian will also rely on the advice of our EAL families to deliver mother tongue resources. We will consult with EAL parents and students to get recommendations for book titles and authors from their home countries.

### **English as an additional language (EAL) levels are defined as follows.**

**EAL Level 1: Emerging / Beginning:** Student is starting to learn English. Direct EAL support is needed in scheduled language support blocks.

**EAL Level 2: Developing:** Student is beginning to communicate in simple English with frequent grammatical errors and limited vocabulary. Direct EAL support is needed in scheduled language support blocks.

**EAL Level 3: Expanding:** Student can communicate ideas in English with some grammatical errors. Student needs support with content language and vocabulary development (academic language). Conversational language may be strong. Students receive instruction in language adapted/supported English classes.

**EAL Level 4: Consolidating/Proficient:** Student's English language proficiency skills are strong enough to remain in homeroom classes (PYP), or be enrolled in Language Acquisition or Language and Literature classes (MYP). EAL support will be given as needed.

## **Primary Years Programme (PYP)**

### **English as the language of Instruction**

Teachers will provide a caring and inclusive learning environment that is sensitive to the student's learning style and abilities to ensure the success of all students. Teachers collaborate with other teachers and specialists to reinforce and support the language development.

### **English as an Additional Language**

Non-native English speakers are assessed upon enrolment to determine their English language needs. Students who need additional language support will be placed in the English as an Additional Language (EAL) classes. EAL teachers will work closely with homeroom teachers to provide language learning with a pull out or push in system. Upon successful assessment, EAL students may return to the regular English program.

### **Mandarin as Host Country Language**

Mandarin is the mother tongue language of the majority of students at CISH. All students will receive daily instruction in Mandarin.

### **Mother Tongue**

The development of mother-tongue language is recognized as being vital to cognition as well as in the preservation of personal and cultural identity. CISH will support where possible the continued development of mother-tongue languages.

## **Middle Years Programme (MYP)**

### **Language and literature: English**

The language of instruction for MYP at CISH is English, and the role of language is emphasized in every classroom throughout all subject areas. All subject teachers are considered language teachers. In the MYP, students will take English as Language and Literature (Language A) or as Language Acquisition (Language B). The program in which they are placed will be dependent on their level of language proficiency. Literacy outcomes such as, reading comprehension strategies, the acquisition of academic vocabulary, and communication skills are incorporated into all units of inquiry as appropriate.

## **Language Acquisition: English**

We are well aware of the research stating that it may take up to seven years for learners who are using a language other than their mother tongue to attain the same levels in academic language proficiency as those expected for learning's in a mother tongue environment (*Learning in a language other than mother tongue in IB programmes, IBO. Peterson. 2008*). All non-native English language learners will be assessed upon enrollment and appropriate classes will be selected to meet the students individual needs. This assessment will determine whether a student will be placed in Language and literature, or Language acquisition. Students who achieve EAL Level 1 or 2 will be placed in Language Acquisition Phase 1 or 2. Students who need additional language support will be placed in the English as an Additional Language (EAL) classes. Students who progress beyond Phase 4 on the IB continuum of language acquisition, may transition to the Language and Literature course. The professional judgment of all teachers, test results, and conversations with students will determine how a student will transition through Language Acquisition phases, graduate out of extra EAL classes, as well as recommendations for next year's classes.

Beginning in 2017-2018, fluency in English is not a requirement of our Middle Years Program with the exception of Year 5 (Gr 10) where a minimum EAL Level of 4 is required from our English enrollment assessment. In Year 4 (Gr 9) students must be a minimum EAL Level of 3. In Year 1, 2 and 3 (Gr. 6, 7, 8) students in EAL Levels 1 and 2 will be placed in the appropriate Language Acquisition phase, as well as additional English as Another Language (EAL) classes. All students will study either English Language and Literature or English Language Acquisition throughout every year of the MYP.

## **Mandarin as Host Country Language**

The MYP recognizes the importance of highlighting our host country's language and culture. With this, Mandarin courses are taught throughout each year of the MYP. Emphasis is put not only on language acquisition, but on cultural understanding as well. All students study Mandarin Language and Literature or Mandarin Language Acquisition throughout each year of the program. The proficiency groupings of the middle years are formalized into Language and Literature (Language A) and Language Acquisition (Language B).

## **Mother Tongue**

The development of mother-tongue language is recognized as being vital to cognition as well as in the preservation of personal and cultural identity. CISH will support where possible the continued development of mother-tongue languages.

## **Diploma Programme (DP)**

The languages on offer in Grades 11 & 12 aim to provide students with the opportunity to study their mother tongue, continue to learn additional languages, or start learning a new language from the beginning. Students entering CISH in Grade 11 must be reading and writing in English at grade level.

The DP is designed to lead to:

**1) The Diploma of the International Baccalaureate (IB Diploma)**, which requires students to include a Language A: Language and Literature course, as well as an additional language (at either Language B or *ab initio* Language level) in their subject selection. Where appropriate in terms of the student's future professional ambitions, the school actively encourages the study of three languages. Students attempting the full IB DP will also have the option to complete two Language A: Language and Literature courses in lieu of one Language A and one Language B/*ab initio* course. Successful students will then be able to graduate with a bilingual diploma;

**Or:**

**2) Diploma Programme Certificates for subjects/elements forming part of the DP.** This is aimed at those students who do not require a full IB Diploma or who might be too challenged by it. Within the IB course programme, students will always select a minimum of two languages: one Language A: Language and Literature, and the other at either Language B or *ab initio* level. The school reviews the range of languages on offer in Grades 11 & 12 on an annual basis.

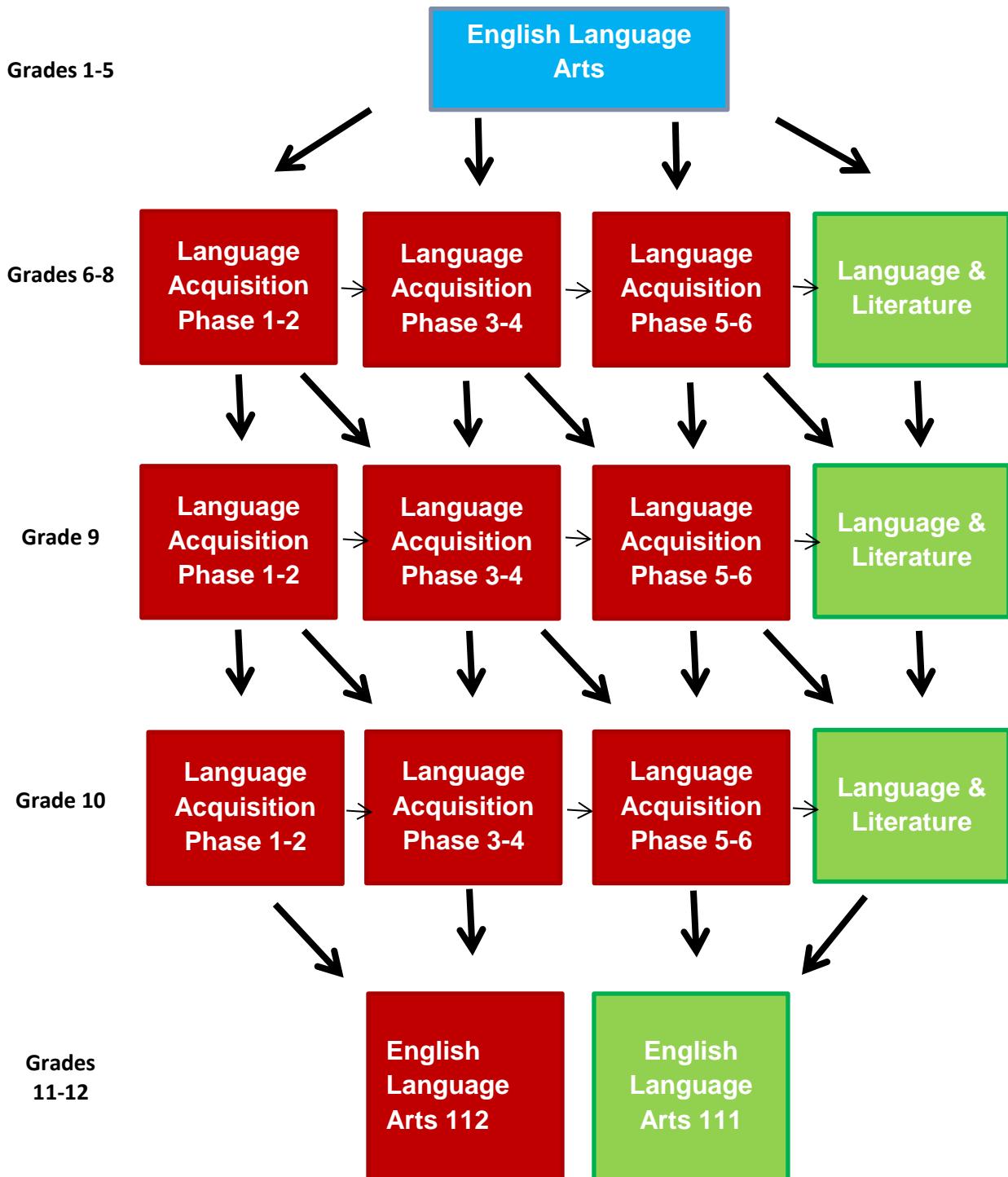
## **Professional Development and Resources**

Professional development opportunities are provided for all staff members. Time will be allotted at the beginning of each school year for discussions about the implementation and study of the document *Learning in a language other than mother tongue in IB programmes, 2008*. The school provides appropriate material and human resources for the teaching of languages. The library/media centre “meets the needs of the students and reflects the principles of the programme” (*Programme Standards and Practices, IBO. Peterson. 2014*).

CISH will continue to offer options to pursue study of student's mother tongue where applicable.

## SUGGESTED LANGUAGE PATHWAYS 2016-2018

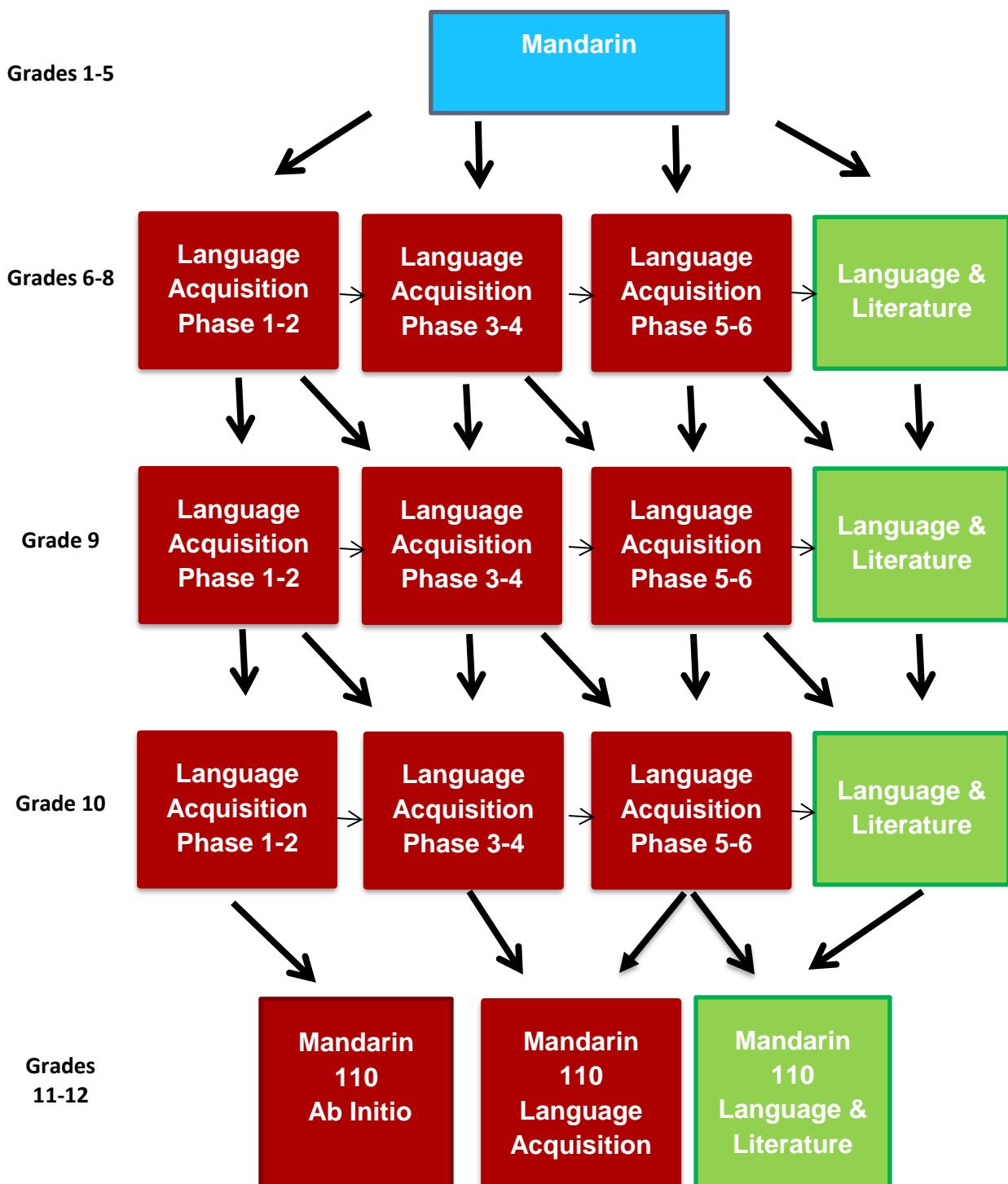
### Language Pathways (English Language) Across the IB PYP/MYP/HS



# **SUGGESTED LANGUAGE PATHWAYS 2016-2018**

## **Language Pathways (Mandarin Chinese)**

### **Across the IB PYP/MYP/HS**



## **Appendix**

### **Professional development**

CISH recognizes the need for professional development in the fields of language learning and teaching for administrators, teachers, teacher-librarians, and other school staff. When appropriate, we will call on the expertise of our district specialists and our school specialists in language learning to support our professional development as requested. However, we will also offer teachers formalized professional development through related IB workshops and other quality opportunities.

### **Parent involvement**

Parents are involved and valued with regard to ensuring the CISH library provides a wide variety of texts representative of the linguistic profile of our learning community.

### **Language policy alignment**

CISH's language philosophy and policy align with our values and policies as outlined below. In all of these policies and positions, the student is central.

#### **...to IB's principles**

CISH's language policy reflects the IB Learner Profile attribute of communication because we require students to learn a language in addition to their mother tongue thereby inviting them to broaden their opportunities for communication. Our language policy supports the IB's holistic approach to education as it honours and supports the linguistic background and knowledge of our students and community. Finally, our language policy supports the philosophy of international education as it supports the idea of working across boundaries – cultural and national – to gain understanding of alternative perspectives.

#### **...to our academic honesty policy**

Our language policy aligns with our academic honesty policy in that students are supported, where possible, in learning through their mother tongue; this flexibility decreases the pressure students might otherwise feel to copy and paste information from English language sources when conducting research. Instead, students can choose (where possible and appropriate) to work from multilingual sources without feeling badly about doing so. We also provide support for our English language learners in this regard (please see the language policy for details of this support) as there may be differences in cultural understanding of academic honesty that need to be bridged.

### **...to our assessment policy**

Our language policy aligns with our assessment policy because our assessment policy is directly applicable to all of our learners – regardless of their linguistic background. Flexibility is built into our assessment policy to recognize and allow for when students' lack of vocabulary hinders their communication of their understanding.

### **...to our inclusion policy**

Our language policy aligns with our inclusion policy in that we ensure all students have maximum access to the whole curriculum according to their potential.

### **...to our admissions policy**

Our language policy aligns with our admissions policy in that language requirements are explicitly outlined in the admissions policy. All students are welcome at CISH, and through our bridging and EAL programs we are able to accommodate all language levels into an academic situation that best suits their needs.

### **Policy review protocol**

The CISH language policy is a working document. Since language is “not static, a language policy needs to be dynamic and flexible so that it can evolve with the changing needs of the school population.” This policy will be reviewed and revised as needed each Fall through the curriculum coordinators in consultation with departments, students, and the parent community via the School Planning Council. The policy’s effectiveness will be evaluated as part of the review process. The coordinator will gather EAL data from our EAL support teacher to further inform our review process. This policy was last reviewed and edited on 5 December, 2017.

### **Communication of the language policy**

The language policy will be listed with the other school policies on our public school website.