



ISB

Language Policy

Table of Contents

Language Learning at ISB.....Page 3

English Language Instructional Practice.....Page 6

World Language Instructional Practice.....Page 11

Dual Language Program..... Page 16

Mother Tongue Program.....Page 19

Appendix A: ISB World Language Pathways...Page 22

Updated December 2016

Language Learning at ISB

Language Learning at ISB

The school's mission, vision and core values underpin language learning at ISB. We acknowledge that language learning crosses multiple disciplines and is a part of every content area. Our goal is to develop effective communicators who, as global citizens, appreciate and respect interdependence of culture, language, and identity.

As a school, we value:

- * independent, reflective learners who act on effective feedback;
- * mother tongue as the basis for new language learning;
- * accessible, individualized learning opportunities to develop life-long language skills.

We believe that students learn language best when:

- * learning is applied in context across multiple disciplines;
- * they feel safe to take risks;
- * authentic experiences promote intrinsic motivation;
- * supported in their school, home and local community.

ISB students come from many different language backgrounds. We view the range of languages within our school as an opportunity that allows us to reflect and celebrate the multilingual society in which we live. In fact, multilingualism is a goal for all students. The opportunity to learn other languages is an essential condition for intercultural communication. We also believe that it is essential to have a strong foundation (including literacy skills) in one's first language, as it facilitates other language acquisition.

The purpose of ISB's language policy is to provide a framework that will ensure our values and aims in relation to access and multilingualism, are reflected in the organization's activities. Implementing this language policy is promoted and adhered to by divisional leadership.

In practice this means that we aim to:

- develop our students' ability to communicate and think in English;
- equip our students with the language skills required for academic success;
- prepare students for a world where new technologies and rapid growth in information are transforming our society and how language is used;
- ensure that all teachers see themselves as language teachers and provide the necessary training for them to do so;
- organize language classes around activities that students will find comprehensible and engaging;
- value language learning and its cultural context and encourage all our students to achieve fluency in two or more languages;
- provide a wide range of multilingual resources to support the learning of multiple languages, including mother tongue languages;
- provide English as an Additional Language (EAL) teaching for all students who need extra support;
- view parents as essential partners in the success of language learners.

Communication of ISB's Language Policy

The ISB Language policy is available through many of the communication channels utilized within the school community. These channels include: the ISB website, Dragons' Gate, school presentations and email communication.

Language Policy Review Process

The ISB Language Policy is regularly reviewed. Senior Leadership Team members are responsible for implementing and monitoring the Language Policy. The Office of Learning, in collaboration with the International Baccalaureate Diploma Program (IBDP) coordinator, ensures that the Language Policy is reviewed bi-annually.





English Language Instructional Practice

English Language Instructional Practice

As stated in Board Policy (1.105), English is the language of instruction and communication at ISB. To facilitate the most productive English language learning environment, and to help create a sense of harmony and unity, the use of English is encouraged throughout the school to the most practicable extent.

English is a first language for many ISB students, and all ISB classes are composed of students with varying levels of English proficiency. Formal English language instruction is provided to all ISB students. In the elementary school, all students are scheduled in Language Arts classes within their core program. In the middle school, English-language instruction is provided in Humanities classes. Every high school student is required to enroll in an English class each year. Students who are enrolled in the IB Diploma Program have the opportunity to enroll in English A: Literature, English A: Language and Literature, and English B.

The English Language Arts department recognizes that meaning and thought is constructed in language. The literate person comes to appreciate his/her place in the world by successfully understanding and communicating with others. Through the analysis and production of language in literary and non-literary texts, students not only gain self-knowledge but also participate in community. Students seek understanding of perspectives and contexts through various forms of communication.

Values

As a PreK-12 English Language Arts program, we value:

- critical and creative thinking;
- the rigorous and comprehensive study of literary and non-literary texts within historical, social, and cultural contexts;
- effective communication in speaking and writing;
- the way the study of language and literature fosters self-knowledge and global understanding;
- effective collaboration;
- writing across a variety of text types;
- reading a variety of genres;
- creating lifelong readers.

Beliefs

We believe that students learn English Language Arts best when they:

- interact with themes that form the core of the human experience;
- use writing and reading for inquiry, thinking, and processing ideas;
- demonstrate skill in speaking, written communication, and reflective listening;
- develop proficiency in collaborative work;
- read and discuss rich literary and non-literary texts;
- engage in instruction and assessment that is based on standards;
- are critical consumers and producers of media;
- comprehend and communicate across multiple text types to address task, purpose, perspective, and intended audience;
- hone their research skills to gather and present information.

ISB Admission Policy and Language

As defined by Board Policy (7.20), ISB considers a student's English language proficiency level when determining admissibility. The admissions process is designed to categorize a student as a Beginner, Intermediate, Advanced, or Academic level language learner.

Students who have been studying in an English medium school for fewer than three years are required to take a WIDA (World-class Instructional Design and Assessment) test in order to determine the student's English language proficiency level. To determine admissibility, students must demonstrate a predetermined level of English language proficiency in accordance to their grade of application. These English language Proficiency levels are as follows:

PreK 3 - Grade 4:	No English Language Proficiency Requirements
Grades 5 and 6 :	WIDA Level 2 Required; Beginning EAL support needed
Grades 7 - 9:	WIDA Level 3 Required; Intermediate EAL support needed
Grade 10:	WIDA Level 4 Required; Advanced EAL support needed
Grades 11-12:	WIDA Level 5 Required; Academic Level English Language Proficiency, no support program needed

Admissible students who enroll are placed in the ISB EAL program in accordance to their level of proficiency. A limited percentage of EAL students may be enrolled in a grade at any given time. These EAL percentage limits are as follows:

PreK 3 - Grade 2:	a maximum of 70% of enrolled students may require EAL support
Grades 3 - 8:	a maximum of 40% of enrolled students may require EAL support
Grades 9 - 12:	a maximum of 20 % of enrolled students may require EAL support

English as an Additional Language (EAL) Philosophy

The English as an Additional Language (EAL) program reflects the mission, vision, and core values of ISB by providing students the opportunity to learn language, learn about language, and learn through language. While learning English, EAL students will develop respect and appreciation towards language, culture, and global diversity. English language learners will acquire content and academic language skills that they need in order to be successful, independent learners in the mainstream classroom.

As an EAL program we value:

- additive bilingualism;
- heterogeneous grouping;
- sheltered instruction when content and language are taught simultaneously;
- linguistic, academic, and cultural development.

We believe that EAL students learn best when they:

- are exposed to high linguistic and academic expectations;
- have explicit language teaching;
- read, write and communicate orally in English.

ISB's EAL program is designed to support the development of English language learners. EAL specialists support English language learners as well as assist classroom teachers with differentiation of their programs. The EAL program at ISB is primarily designed to develop student's English proficiency within the context of the regular curriculum. To accomplish this, we utilize a co-teaching model extensively in grades K-8 along with professional development for classroom teachers to enable every teacher to build the English language proficiency of all students.

Co-teaching involves sharing expertise and instructional responsibility of two or more professionals to create teaching and learning environments conducive to positive student outcomes and teacher success.

Components of Co-Teaching:

- Enable all students to gain access to the curriculum by creating specially designed instruction.
- Shared responsibility for unit planning and learning for all students.
- Shared classroom space to increase learning for teachers and students.
- Provides specially designed instruction and strategies for all students.
- Enriches learning experiences to address skills, interests, and learning styles.
- Increases student achievement by maximizing opportunities for student learning.

There is a commitment to training homeroom and subject area teachers school-wide to support development of English proficiency within the curriculum. In previous years many of our teachers received training through the 'Teaching ESL Students in Mainstream Classrooms (TESMC)' program. More recently, our Office of Learning has partnered with the Center for Applied Linguistics to provide on-going professional development to teachers using the Sheltered Instruction Observational Program (SIOP) model. The goal is for teachers to become familiar with building English language objectives into the curriculum. These practices are consistent with research that shows improved learning outcomes for English language learners when vocabulary, grammar and other aspects of academic English are taught within a highly meaningful context.

EAL Student Placement

Every student at ISB has unique language abilities and prior learning experiences. Decisions regarding English language support from the EAL Department, are based on each individual student's needs.

Once a student is placed in the EAL program, they are closely monitored to determine their progress and on-going educational needs. Teachers monitor the student's progress and EAL level, through a series of on-going assessments and observations.

EAL Program Exiting

Students are deemed ready to leave the EAL program once they are at an English language level which enables them to independently participate within each of their classes. The EAL Department will use a number of different criteria in order to determine this.

Elementary School EAL department Practices

Grades 1 and 2

Students of all levels learn to speak English in their homeroom. On a daily basis, the EAL specialist rotates to different homerooms and works with the homeroom teacher using a co-teaching model. A teaching assistant also supports student learning in each homeroom throughout the day. The support provided by the EAL specialist and the teaching assistant allows for grouping of students according to their level of English proficiency.

Grades 3 – 5

Students of all levels learn to speak English in their homeroom. On a daily basis, the EAL specialist rotates to different homerooms and works with the homeroom teacher using a co-teaching model. The support provided by the EAL specialist and the teaching assistant allows for grouping of students according to their level of English proficiency. In grades 4 and 5, students who need additional support can be enrolled in a 45-minute intensive language instruction block.

Middle School EAL Department Practices

Middle school EAL teachers work collaboratively with classroom teachers using a co-teaching model to address the needs of beginner and intermediate-level English language learners. The EAL teachers also provide 45-minute intensive language support classes that meet daily or every other day, depending on the needs of the students. These classes are designed to address the needs of all identified EAL students, from beginners to advanced.

High School EAL Department Practices

The high school EAL department supports English language learners in grades 9-12 through an 80-minute EAL support class, 3 out of 6 days. Students are supported in developing their English proficiency in the context of their content area subjects. The goal is to reach a high level of proficiency and achieve full participation in ISB's High School (HS) courses and the International Baccalaureate (IB) program in grades 11 and 12.

Library Support for English Instruction

The ES library offers access to more than 20,000 print books in English ranging from beginner to middle school reading and interest levels. It also provides access to ten electronic resources (databases, e-book collections, and online encyclopedia) in English.

The MS/HS library offers access to more than 15,000 print books in English ranging from middle school to adult reading and interest level. It also provides access to more than twenty online subscription resources (databases, e-book collections, and online encyclopedia) as well as access to hundreds of e-books and e-periodicals in English.



**World Language
Instructional Practices**

World Language Program

World Language Philosophy Statement

ISB fully supports the IB Language Policy which states, “The International Baccalaureate is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international mindedness.” The ISB program aims to help students develop into proficient users of language who communicate with intercultural understanding and global-mindedness.

The World Languages department’s philosophy reflects the core values of the school’s mission and vision. The program serves the learning needs of students from a variety of linguistic and cultural backgrounds who traditionally enroll in the school. We strive to educate and inspire all students to become effective communicators and global citizens in the context of the 21st century.

From PreK - Grade 12, the program values:

- the acquisition of an additional language while maintaining a first language and cultural heritage;
- instruction that is aligned to standards and benchmarks;
- individualized learning opportunities for addressing diverse learning needs;
- multi-literacy skills for communication, study, work and leisure pursuits in a variety of authentic contexts;
- contributions to local and global communities;
- lifelong interest in, and enjoyment of, language learning and literature.

We believe that students learn a language best when they:

- are provided with opportunities to integrate their learning with other subject areas;
- engage in a broad range of experiences to learn from the historical, social and cultural perspectives;
- utilize 21st century skills as they develop their linguistic and cultural competencies;
- apply language skills to authentic tasks;
- connect and engage meaningfully with the local and global communities through their own personal lens.

Ample options and varied pathways provide opportunities for students who come from a variety of cultural and linguistic backgrounds to pursue learning and interests. Students can choose from three languages:

- Chinese (Mandarin) in the elementary, middle and high schools.
- French and Spanish in the middle and high schools.

Since the program culminates in the International Baccalaureate Diploma Program (IBDP), curriculum frameworks and standards are aligned to the teaching and learning objectives for Language B and Language A. Refer to the ISB World Languages Pathways for further information (Appendix A).

World Languages Program Review

The World Languages program is reviewed on a regular basis as part of ISB’s curriculum review cycle led by the Director of World Languages.

Chinese (Mandarin) - Host Country Language

To serve the needs of our diverse student population, the Chinese department offers a two-track program, which consists of the Academic Track and the Neo-Native Track. Students are placed in the appropriate track for their language backgrounds, abilities, and needs.

Academic Track Chinese at ISB

The Academic Track is for students with little or no previous personal exposure to or experience with Chinese. The central goal of this track is to enable students to meet their social needs and to develop literacy in the Chinese-speaking world.

Neo-Native Track Chinese at ISB

The Neo-Native track is for students who have strong knowledge and foundation of Chinese in four skill areas (reading, writing, listening, speaking), and have access to familial support. The central goal of this track is for students to develop culturally embedded communicative competency and an appreciation of literary works in Chinese.

Students are placed into the appropriate track based on a variety of factors:

- home/primary language;
- literacy in the target language;
- prior academic experiences in language learning.

The students participate in interviews conducted by teachers and complete a written assessment. The results are then used for placing them into appropriate tracks and levels.

Chinese Language Study

Elementary School

In elementary school, all students are enrolled in Chinese classes. From PreK 4 to grade 2, students have 40-minute lessons every day, while students from grades 3 to 5 have 40-minute lessons for five of the six days within each cycle.

Additionally, a Dual Language program is offered to students in the elementary school. For further information regarding the Dual Language program, please refer to the Dual Language section.

Middle School

The curriculum is a spiraling continuation of previous learning in the elementary school and prepares students for the learning options in the high school. Students in middle school are enrolled in Chinese classes for 45 minutes each day.

High School

The curriculum for grades 9 and 10 is a spiraling continuation of previous learning in the middle school and prepares students for the learning options in the IB Diploma Program. Students are enrolled in Chinese classes for 85-minute periods every other day.

If the students choose to, they may enroll in grades 11 and 12 in the following IB Diploma Program courses:

- Mandarin ab initio (SL*). The course is reserved for students who have little or no experience in learning the target language.
- Mandarin Language B (SL or HL*). Students who have taken Mandarin in grades 9 and 10 are typically placed in to Language B. Students will have the choice of taking SL or HL level courses.
- Mandarin Language A – Language and Literature (SL or HL)

* SL: Standard Level. HL: Higher Level

As an alternative, students may choose the school based courses during grades 11 and 12.

Library Support for Chinese Instruction

The ISB Libraries, in conjunction with the Chinese teaching faculty, seek to provide a range of Chinese literature both in print and using on-line resources. Currently, the ISB libraries have over 1000 print resources for students and teachers to access. This collection is consistently being expanded to provide more resources for all Chinese language classrooms and students. In addition, ISB libraries subscribe to multiple online databases as additional resources for students studying Chinese language and culture.

French & Spanish

ISB offers multiple levels of French and Spanish. In order to determine the appropriate placement in these courses, students participate in interviews conducted by teachers and complete a written assessment. The results are then used for placing them into appropriate strands and levels. Refer to the ISB World Languages Pathways for further information (Appendix A).

Elementary School

French and Spanish are not offered in elementary school at ISB.

Middle School (grades 6 to 8)

Students in middle school are enrolled in French or Spanish classes for 45 minutes each day.

High School

The curriculum for grades 9 and 10 is a spiraling continuation of previous learning in the middle school and prepares students for the learning options in the IB Diploma Program. Students are enrolled in French or Spanish classes for 85-minute periods every other day.

If the students choose to, they may enroll in grades 11 and 12 in the following IB Diploma Program courses:

- Ab initio (SL*). The course is reserved for students who have little or no experience in learning the target language.
- Language B (SL or HL*). Students who have taken French or Spanish in grades 9 and 10 are typically placed in to Language B. Students will have the choice of taking SL or HL level courses.

* SL: Standard Level. HL: Higher Level

As an alternative, students may choose the school based French and Spanish course offerings during their 11th and 12th grade years.



Dual Language Program

Dual Language Program

The Dual Language program reflects the mission, vision, and core values of ISB by providing students the opportunity to become bilingual, bi-literate, and bicultural. While learning in two languages, students will develop respect and appreciation towards language, culture and global diversity.

Our Dual Language program values:

- delivering the same curriculum as the ISB program;
- equity of English and Chinese language and culture;
- reading, writing, and communication in Chinese and English;
- connections between language, culture and identity;
- partnership with parents, teachers and all members of the school community.

We believe students learn best in a Dual Language program when:

- they explore, inquire, discuss and make connections in English and Chinese;
- they feel safe and take risks in Chinese and English;
- they are aware of cultural similarities and differences;
- they have language role models in English and Chinese;
- both Chinese and English teachers are equal partners when planning, teaching, and caring for students;
- parents are clearly informed and involved.

The Dual Language Program at ISB

The ISB Dual Language program is based on the three pillars of dual language education: bilingualism and bi-literacy, academic achievement, and cultural proficiency. ISB offers a dual language program solely in PreK 3 because all three year olds are still learning how to express themselves in their home language. From PreK 4 to grade 5, knowing that children learn in different ways and have different needs, we offer parents the choice of two programs: the ES ISB program and the dual language program. The dual language program is based on the ES ISB program, which uses integrated learning, project-based learning, and experiential learning approaches. In the dual language program, these experiences are created in both English and Chinese. Our teachers are native speakers of their language of instruction and educational resources are provided in both English and Chinese. After the 2016-17 school year, the dual language program will incorporate one grade level per year until it expands to grade 5 in 2022.

Enrollment in the dual language program is based on parent choice. As such, there is no specific enrollment criteria; however, consistent, sustained enrollment in the program is recommended so that students receive maximum benefit from learning in both English and Chinese. Children are carefully placed in classes to support their academic learning and social-emotional well-being. Children enrolled in the dual language program are instructed in both English and Chinese. They learn 50 percent of the time in English and 50 percent of the time in Chinese, which is a 50:50 model of dual language immersion. In the dual language program, students study language, math, science, and social studies together throughout the day and do so through the four language domains of speaking, listening, reading, and writing. With these skills and knowledge, the children are able to continue learning about their surrounding world and communicate in real-life, everyday situations. Additionally, learning together allows them to serve as language role models for one another and learn language skills more quickly.


Homeroom teachers are native speakers of either Chinese or English. In addition to homeroom teachers, each class from PreK 3 to Kindergarten has a bilingual teaching assistant. From Kindergarten to grade 5, visual arts, performing arts, and PE are taught by specialist teachers in English. As with all homeroom teachers and grade level teaching teams, time is allocated to the dual language program teachers for co-planning, preparation, and assessment.

Each student's day is centered around the homeroom and the class community. The school day begins and ends for each child with the homeroom teacher. In PreK 3 and PreK 4, the dual language program follows an integrated, project-based, and inquiry approach to learning. Given the age of students, all lessons occur in the homeroom with either the English or Chinese teacher.

From Kindergarten to grade 5, students study English language arts and Chinese language arts with the English or Chinese teacher. Learning math, science, and social studies alternates between the Chinese and English teachers depending on the needs of the students. Performing arts and visual arts classes are taught in English, and classes meet two times per six-day cycle. PE classes are taught in English and meet three times per six-day cycle. During recess and lunch, students play with their peers who are enrolled in the ES ISB program.

Children have the capacity to learn multiple languages. In the dual language program, they hear and learn English and Chinese from their first day. Through interactions with the teacher and other students, most children first develop spoken language. From Kindergarten onward, literacy skills are introduced in Chinese and English. As children get older, they are introduced to strategies that assist their learning. If a child has a strong foundation in their native language, this supports their learning in other languages.

With multiple opportunities throughout the day to interact with peers, students are encouraged to take risks in communication through varied learning experiences. The teachers model the target language and provide support for children to develop oral language and literacy skills in a safe learning environment. Similar to any classroom in the elementary school, proficiency with English and Chinese varies among students. Great attention is paid to building student confidence to share thoughts and ideas with their classmates. From absolute beginners to fluent speakers, we support all children's language development.



Mother Tongue Program

Mother Tongue Support

ISB has over 40 different nationalities on campus and language acquisition and cultural awareness are essential ingredients in all of our programs. Approximately 45% of students have English as a first language and 55% have English as an additional language. Other than English, the most significant first languages for ISB students are Mandarin and Korean.

ISB values working in partnership with our parent community to support all students within our community. As part of this belief, ISB views parents as essential partners in the success of language learning. Parents are encouraged to:

- develop and cherish mother tongue literacy skills in the home;
- support their child's additional language acquisition;
- supply multilingual materials in the home;
- take advantage of language learning experiences in the community;
- support their children's learning, for example through their own language learning experiences, and by demonstrating that they value other cultures and languages.

ISB provides a wide range of multilingual resources to support the learning of multiple languages, including mother tongue languages. Mother tongue opportunities have been supported at ISB in many ways.

After School Activity Program

The International School of Beijing offers a Mother Tongue program as an after-school activity (ASA), contingent on the needs of specific groups in the school community. When an interest or desire is expressed for a language class or program as an ASA, this request is directed to ISB's Activities Office. The Activities Office then seeks appropriate partners through local community channels, such as embassies and local publications, in addition to the internal school community to recruit suitable language teachers. Candidates are interviewed at ISB and, if successful, introduced to interested parents to determine the levels and needs of prospective students. Next, the teacher proposes a timeline and schedule for the Mother Tongue program that is distributed to parents. Once parents agree with the program's format and cost, it is incorporated as an ASA at ISB.

Library Support for Mother Tongue Instruction

The ES library offers more than 3,200 print books in eighteen languages other than English. The largest collections are Chinese and Korean titles. It provides access to four electronic resources, i.e., two databases, an e-book collection, and online encyclopedia, which offer access to information in languages other than English.

The MS/HS library offers more than 1,000 print books in Chinese and Korean. It also provides access to seven electronic resources, i.e., research databases, periodicals, and online encyclopedias, which provide access to information in languages other than English. In addition, the Press Reader periodicals database provides access to magazines and newspapers in fifty-six languages other than English.

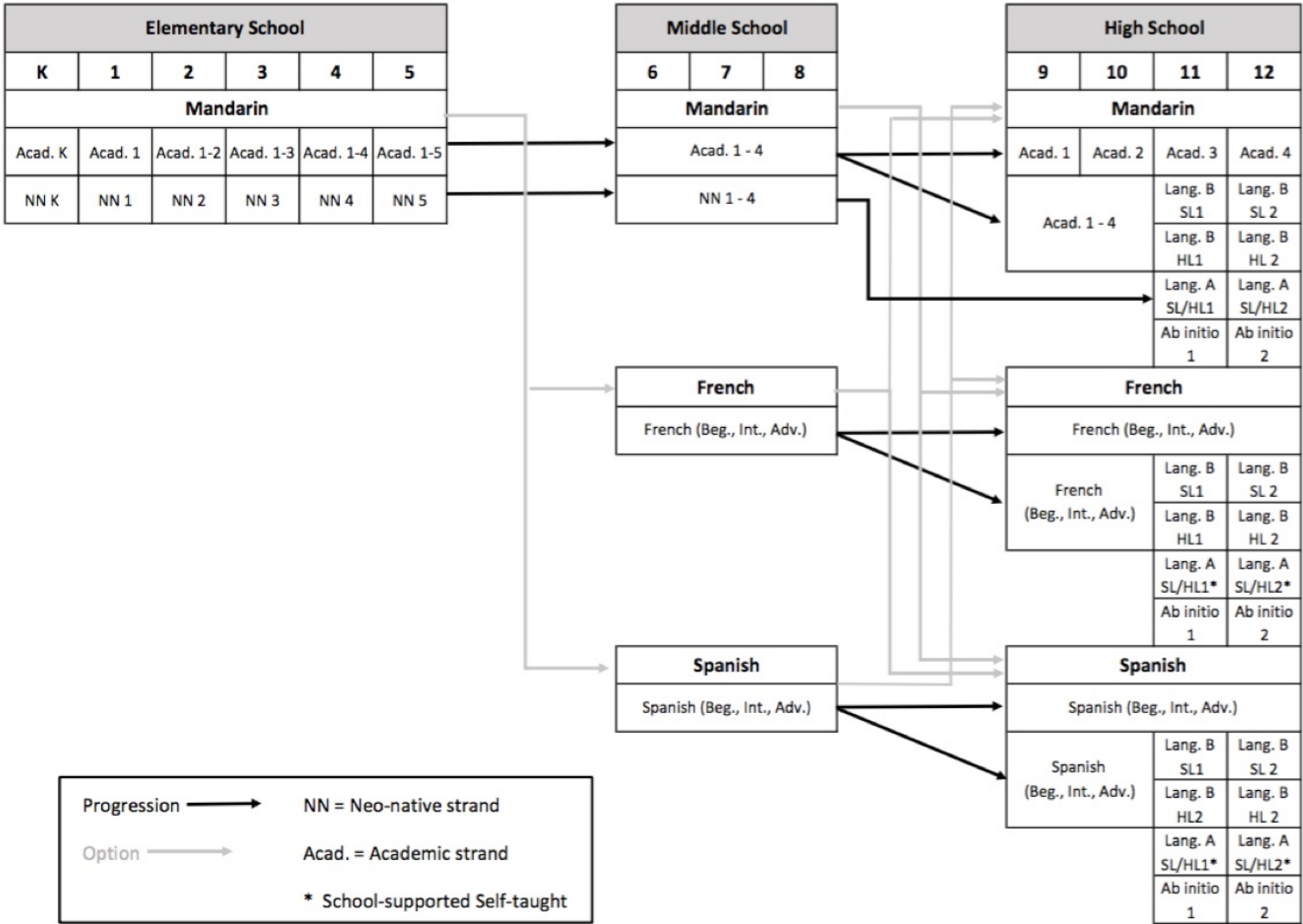
Opportunities for Self-Study

Students have the option to study their mother tongue in the School Supported Self Taught (SSST) Language A: Literature course, offered at standard level as part of the IB Diploma Program. This enables students to study in their mother tongue which may serve as a prerequisite for their national university requirements. The course is largely independent but students must enroll in a study hall supervised and advised by an English A: Literature teacher during both years of the program. This time is allocated to provide students with scheduled time to meet with the supervisor and tutors, as well as complete coursework. Through guidance from the English teacher, acting as a supervisor, students will receive the necessary support and resources to understand the course requirements and assessments. These students will usually also be enrolled in English A and will learn literary analysis skills in English, which can be transferred to learning in their mother tongue.

These students are required to hire a tutor to support them with their mother tongue. An English teacher meets with students and tutors to explain their timeline, assignments and other expectations during the study hall block. The IBDP coordinator provides tutors with the appropriate prescribed list of authors, oral commentary questions and alternative assessment procedures, copies of the handbook of procedures (outlining school, supervisor, tutor and student responsibilities) and the Language A: Literature guide.

Placement into SSST is by self-referral, although a previous Paper 1 examination is used as a diagnostic in the specific language to inform students of the level of expectation. The enrollment numbers for Self-Taught IB languages are monitored each year. If more than 5 students request a Self-Taught option for the same language, Language A: Literature would be offered for that language.

Appendix A
ISB World Language Pathways





北京顺义国际学校

INTERNATIONAL SCHOOL OF BEIJING

www.isb.bj.edu.cn | +86 (10) 8149-2345