



Zhangjiagang Liang Feng International School
张家港市梁丰双语实验学校



LANGUAGE POLICY

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The logo is a large, faint watermark in the background. It is circular with the text 'ZHANGJIAGANG LIANGFENG INTERNATIONAL SCHOOL' around the top edge. In the center, there are large Chinese characters '豐隆' (Fēng Lóng). At the bottom, it says '梁 2017 年' (Liang 2017 Year).

The Zhangjiagang Liangfeng International School Mission Statement

At Zhangjiagang Liangfeng International School, we build confident individuals who are given equal opportunities to discover their strength and interests, regardless of gender, character or skill, with the aim to shape internationally-minded lifelong learners able to

- view the world around them with empathy
- respect differences
- actively contribute to the global society

through inquiry-based acquisition and culture engagement, and collaboration between stakeholders.

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General Language Philosophy

Purpose

It is our belief that learning more than one language opens access to different cultures and perspectives and helps facilitate international-mindedness. For this reason, we strongly encourage our students to learn the local language, as well as other languages, especially English as it is the language of instruction and access to learning is therefore dependent on the student's ability to comprehend and communicate effectively in this language.

Goal

Our primary goal is to bring all students to a level of competence in English, which enables them to access the curriculum fully and effectively.

Practices

All teachers are responsible for supporting students in reaching this goal. The school provides professional development to assist teachers in carrying out this aspect of their role.

School Language Profile

Although the language of instruction at LFIS is English, most of our students are not native English speakers. For some of our students their mother tongue is neither English nor Mandarin and those who attend the DP programme from neighbouring towns and cities may speak one or more languages and or dialects at home. The school also runs a Korean programme, so it is anticipated that there will be an increase of Korean language speakers who may or may not be native speakers.

With this complex language situation in our school population, language learning is an important part of our curriculum and therefore it is important to identify the language profile.

English Language Proficiency at the time of admission to High School

1. Students must demonstrate proficiency in English from Year 9.
2. Students whose first language is not English are required to undertake formal testing. An acceptable score from an IELTS test is an overall score band of 5.
3. If a student's English language skills are inadequate, he/she may be advised to undertake an intensive English language course before being considered for admission.
4. As the ability to learn English is essential for academic success, the school reserves the right to restrict the admission of non-English speaking children.

5. Due to the nature of the school and its student population, teachers are expected to adjust their programs to accommodate the needs of the student during this transition.
6. The school expects all teachers to address their students' individual needs.
7. We conduct ongoing assessment of students' academic accomplishments and needs.
8. We communicate clearly with parents regarding students' accomplishments and needs as they progress across the grades.

Grade 10

- At least 4 (60 minute) periods of IELTS instruction scheduled per week.
- The IELTS instructors work with other subject teachers to assist students with subject-specific vocabulary.
- Students are expected to get an overall band score of at least 5.0 in the IELTS before joining DP1.
- Students who fall below expectations are advised to take additional language classes.

Chinese is used for most school publications, meetings and parent-teacher conferences. Key IB documents are translated key into Mandarin and the school holds Monday morning flag-raising ceremony and assembly in at least two different languages. Whenever teachers or school staff are able to communicate with parents in their native language, they are encouraged to do so.

Role of Language

At LFIS language refers to:

English: the language of instruction

Mandarin Chinese: the language of the host country and immediate environment

Mother Tongue: the language(s) most frequently spoken in the home.

English: the Language of Instruction

Zhangjiagang Liang Feng International School students experience an enriched language immersion education in which English is the primary language of instruction and one of the many languages of social interaction. All subjects (other than language classes) are delivered in English. Since the school community language at LFIS is English, the use of other languages may exclude some students or parents from the dialogue. We therefore deem it fit that both English and

Chinese be used where interaction involves large groups of students or parents e.g. Student led Assembly; Parent – Teacher Conferences, Graduation Day, and so on. However, when small groups are involved in project or practical work, it may be appropriate for the students to exchange ideas amongst themselves and / or explore concepts in their mother tongue. Even though the end product will be presented in English, the preparation phase (researching, discussing, reflecting, etc) can be carried out in the students’ mother tongue in order to facilitate understanding of the matter.

At all times, students are reminded of the school philosophy and the fact that speaking their mother tongue may exclude others. Teachers and other members of the school community encourage students to reflect on and adapt their use of mother tongue and English according to the task at hand and the peers they are working with.

A high level of English language proficiency in cognitive and academic language is the linguistic goal of the curriculum. As all the Diploma Programme (DP) exams are answered in English, we do not offer EAL support in grades 11 and 12.

In the Primary and Middle School, English is offered as Language and Literature and as Language Acquisition. In the IB Diploma, students take English as Group 2 (Language Acquisition). Since it is the aim of the school to educate students to become highly competent and fluent speakers, readers and writers of English, the school expects students to work hard to achieve this goal and parents are expected to support their children through this process.

Mandarin Chinese: The language of the host country and immediate environment

LFIS strives to make every student proficient in at least two languages. All LFIS students will have the knowledge of and the ability to use both English and Mandarin, although not all of them to the same extent.

The acquisition of language is seen as a continuum along with which each individual student progresses at his/her own speed. The school believes that the few international students benefit from learning Mandarin as this enhances their personal, social and cultural experience of life in the host country, and consequently enhances their international awareness. Special coaching in Mandarin is available at all levels, although in High School this is optional. LFIS offers Mandarin from Kindergarten through Grade 12. In the Primary School, starting from Grade 1, students are divided into two classes by ability levels—beginner to intermediate (for expatriate children) and near-native to native speakers.

Mandarin Language and Literature in the Middle School is a course designed for all native speakers, as, in accordance with current research, it aims at developing mother-tongue proficiency through reading and appreciating literature. At the same time, the setting in which

most students live requires that, within a Language and Literature class, specific arrangements, in-class or task-related differentiation may need to be taken into consideration for students who, although native speakers of the language, may still need to develop some language skills. Mandarin Language Acquisition in the Middle School is therefore a course designed for all those students for whom Mandarin is not the mother tongue, to gain the fluency they need to thrive in the country. Mandarin is also offered as a Group 1 Language in the DP.

Additional languages taught in the school (Korean)

We expect students from the Korean Department who wish to attend school beyond grade 7 to acquire proficiency in a third language.

The school also runs a Korean Programme that caters to non-native students who wish to attend university in Korea. Students under this programme also have access to the Korean language as an additional language.

For students who already operate in three languages because their mother tongue is neither English nor Mandarin, it is strongly encouraged to give them access to a third operational language.

Native speakers of Mandarin are particularly catered for at LFIS, as this language is for all native speakers and is offered from Kindergarten through Grade 12. As and when required other students also have the option in the DP of taking their mother tongue as a Language A School Supported Self-Taught Language.

Parental involvement in developing the Language Profile

Parents are given opportunities to interact with members of the school community throughout their child's school years. These opportunities begin at admission and continue through to graduation and beyond.

There are several avenues that these opportunities may follow:

- The admission process includes interviews with admission personnel and tours of the school.
- Regular Parent-Teacher Conferences are held during the school year when parents may meet the faculty teaching their child. Translators are provided as needed.
- Parent information sessions are scheduled as needed.
- Regular IB information sessions are scheduled each semester.
- Chinese and English-speaking staff are available by phone.

- The form teacher is available for individual consultations with parents and faculty members.

Diploma Program (Grades 11-12)

- IB English B HL four 60-minute periods a cycle
- IB English B SL three 60-minute periods a cycle
- In addition students will receive information and preparation for the TOEFL /IELTS [students' choice]

English Support

In the Diploma Program, teachers dealing with IELTS and / or TOEFL in Grade 10 also teach classes in IB English B. In LFIS most students select an IB Language A other than English in the final examinations. This option is suitable for students who are non-native English speakers and who have recently arrived from a non-English speaking country.

Use of Information Technology

The World Wide Web is a vast pool of information. Information is available on the Internet for exploration on every possible topic. We believe that use of IT enriches a subject area and enhances learning. It makes the curriculum more accessible and help students widen their knowledge and skills. We encourage students to access the Internet for

- research work and independent learning
- collaborative and interactive work
- submission of assignments.

The Library

The library is kept up to date with resources needed for language learning. Adequate audio – visual support is provided for honing the speaking skills. Annual reviews for upgrading resources in close consultation of the staff, assistant librarian, coordinators and management are in place.

The Diploma Programme

Group 1

Language A

We offer Chinese / Korean as Language A to the Diploma Program students as our students are exposed to the Chinese / Korean language from the early years both at home and school.

The prescribed course aims to introduce the students to a range of literary works of different genres, periods, styles and contexts. The study of works from different cultures and languages will introduce the students to the interdependence of Culture on language and vice-versa. It will also enable the students to appreciate the art of fine writing.

Language A is offered at both Higher Level and Standard Level. The course aims to promote interest and depth of reading among students. Reading will in turn promote fluency and precision in speech and writing enabling effective use of the language.

Self-taught Languages: Where no teacher of a particular language is available, a student may be allowed to study his/her mother tongue as a self-taught candidate at Standard Level only. In an International school, mother tongue needs may vary. Support is provided wherever possible.

Group 2

Language B

The Language B course meets the needs of students who have substantial previous knowledge of a second language. We offer English both at Standard Level as well as Higher Level. Our aim is to develop students' ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works.

The course content focuses on forms, structures, concepts, and themes that introduce culture, ideas and issues of global significance, with links to TOK.

Assessment

In language we assess the following areas: oral language – listening and speaking, written language – reading and writing, visual language – viewing and presenting. In accordance with the IB Standards, the following language assessment practices have been implemented in the DP programme.

Language Pre-Assessment

- All teachers assess students' prior knowledge, skills and understandings in an appropriate way before embarking on new units.

Formative Language Assessment

- A balanced range of strategies are employed during the teaching and learning process to inform teachers and students about how language learning is developing.
- Students are provided with regular and prompt feedback to inform and improve their learning.
- Formative assessment and teaching are directly linked and feedback provided is responsive to student needs and informs teaching practice.

Summative Language Assessment

- Summative language assessment happens at the end of a teaching and learning experience and is planned for in advance.
- The language assessment is designed so that students can demonstrate their language learning in authentic contexts and apply it in new ways.
- Summative language assessment may take a variety of forms including portfolios, conferencing, analysis, writing sample analysis, response journals, presentations, projects and examinations.

Language assessment, as in all other subject areas in the DP, is carried out in accordance with the school's Assessment Policy.

DP Assessment

At Zhangjiagang Liang Feng International School individual Diploma subject teachers and students have a series of mandated tasks to be completed over the two year span of the course, both written and oral. The IB supplies general criteria to be followed for each task, which are issued to the students well in advance, and thoroughly explained to both students and parents during the information sessions.

LFIS students are made aware of comments in the Examiners Reports regarding their subjects. Individual IB Subject Guides detail each required task and the associated grading criteria, and teachers issue these to all IB Diploma candidates well in advance of task deadlines. Hence the Diploma students, from the start of their courses, are aware of the required skills, the coming assessment tasks and the best way to succeed based on the IB criteria.

Review Process

The Principal, Academic Director, and Diploma Coordinator appoint representatives who are responsible for coordinating the implementation and evaluating the effectiveness of the Language Policy. The policy is reviewed every three years, subject to IB updates on curriculum changes.

