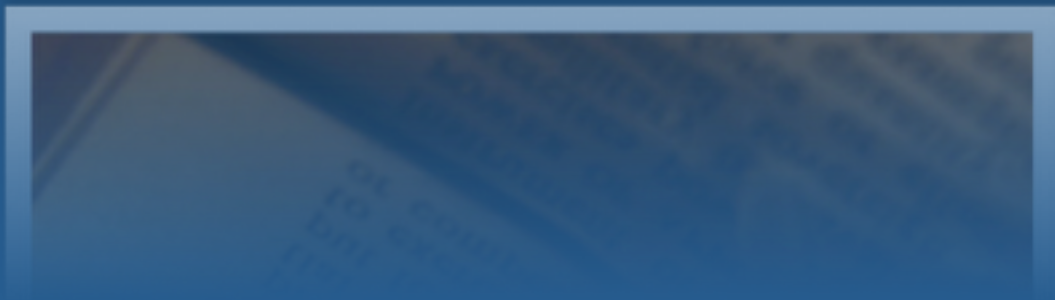


SHANGHAI JINCAI HIGH SCHOOL

# INTERNATIONAL DIVISION

# Language Policy





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# The School Mission

Shanghai Jincai International Division seek to provide an excellent education for students, who will be educated to be responsible, caring citizens, thinkers with discretion and life-long learners with global vision.

# The IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences, can also be right.

# IB Learner Profile

All the IB programmes utilize the same document to describe the qualities the school works to develop in each student. This document is called the Learner Profile which is a list of attributes, that is, a description of good qualities all students should try to have.

Students will encounter these ideas in their classes and throughout the school.

Students will also reflect upon personal growth and development within the Community and Service Reflection Journals.

## Learner Profile Attributes

Inquirer	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained through out their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and development understanding across a broad and balanced range of disciplines.
Thinker	They exercise initiative in applying thinning skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicator	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-taker	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# Purpose of this document

The purpose of this document is to share with the Shanghai Jin Cai High School International Division (JCID) community, including administrators, teachers, students, and parents, the philosophy that serves as the base for the teaching and learning of languages at our school. Additionally, this document discusses the policies and procedures of language instruction and learning at JCID.

# Language Policy Steering Committee

According to the suggestion from IB, the Language Policy Steering Committee might include teachers, librarians, administrators, IB program coordinators, parents, students and other members of the school community. Here are the members of JCID Language Policy Steering Committee:

The Director of JCID	• Mr. Wei Xu
The Vise Director of JCID	• Ms. Nancy Yin
The Director Assistant of JCID	•
	• Ms. Jenny Zheng
The Leader of Language Acquisition Mandarin	•
The MYP Coordiantor	• Ms. Angela Zhang
	• Ms. Michelle Lu
The DP Coordinator	• Ms. Wendy Shui
The Leader of Language & Literature English	• Mr. Todd Oesterle
The Leader of Language & Literature Chinese	• Ms. Jane Xu
The Leader of Language Acquisition English	• Ms. Joanna Morgan
The Librarian Assistant	•
	• Ms.Shelly Zhu
The Mother Tong Programme Coordinator	•
The EAL leader	• Ms. Joanna
The representative of parents	•



# Language Philosophy in JCID

At Shanghai Jin Cai High School International Division, we believe that languages are the key to all learning. The study of languages provides a powerful means by which one becomes globally open-minded, gains understanding of other cultures and that being able to speak a language indicates deep respect for that culture. In addition, we believe strongly in preserving and developing a student's language skills for three reasons:

- Encourage a celebration of diversity, and develops cross-cultural awareness and understanding.
- Enable the development of higher order cognitive thinking skills.
- Empower students who are members of small cultural subgroups within the school to better maintain and transmit cultural identity within our multicultural society.

Therefore, language shall be used as an inclusive tool to involve all students in the academic and social life of the school. Language learning is for real-life situations and taught through inquiry and meaningful student-centered learning experiences.

# Language Aims in JCID

The language aims in JCID are to:

- Encourage all students to converse using the instructional language in their classroom, which means English section students using English and Chinese section students using Chinese, in order to be inclusive of all members of our learning community. There is a place for discussion in mother tongue under certain circumstances in order to gain cognitive academic meaning.
- Encourage all students to achieve enough proficiency at least in both English and Chinese, in order to be able to access the curriculum and the school life.
- Develop the confidence to clearly communicate in multiple languages.
- Encourage all students to maintain the development of their mother tongue. This is important to the emotional, social, and academic well being of students.

In order to prepare our internationally transient community to communicate successfully in multiple languages, all teachers are language teachers, irrespective of subjects taught. All staff are responsible for the growth and development of our students' communicative abilities so that all students have access to challenging and meaningful learning.

# Student Background in JCID

Shanghai Jin Cai High School International Division is a Shanghai public school catering for approximately 450 international students from Grade 1 to 12. There are around 250 MYP students from Grade 6 to 10. Almost all MYP students are from English Section, in which English is the main instructional language. Only around 30 students are from Chinese Section, in which Chinese is the main instructional language.

Students from our school come from more than 30 countries and therefore make the school a very diverse community. We value mother tongue development as an appreciation of different cultures and also as a method for facilitating English acquisition. We aim to foster meaningful learning and a deeper level of understanding for all students, regardless of language spoken. As students inquire, they learn language, learn through language and learn about language, nurturing and fostering a true appreciation of language.

Both MYP and DP students are highly selective. It is anticipated that in September 2015 the school will accept its first intake of DP students. The first cohort will comprise of 35 students. Most of them are continuing students selected from the school's MYP. A few of them may be selected from other schools through rigorous testing and oral interviews.

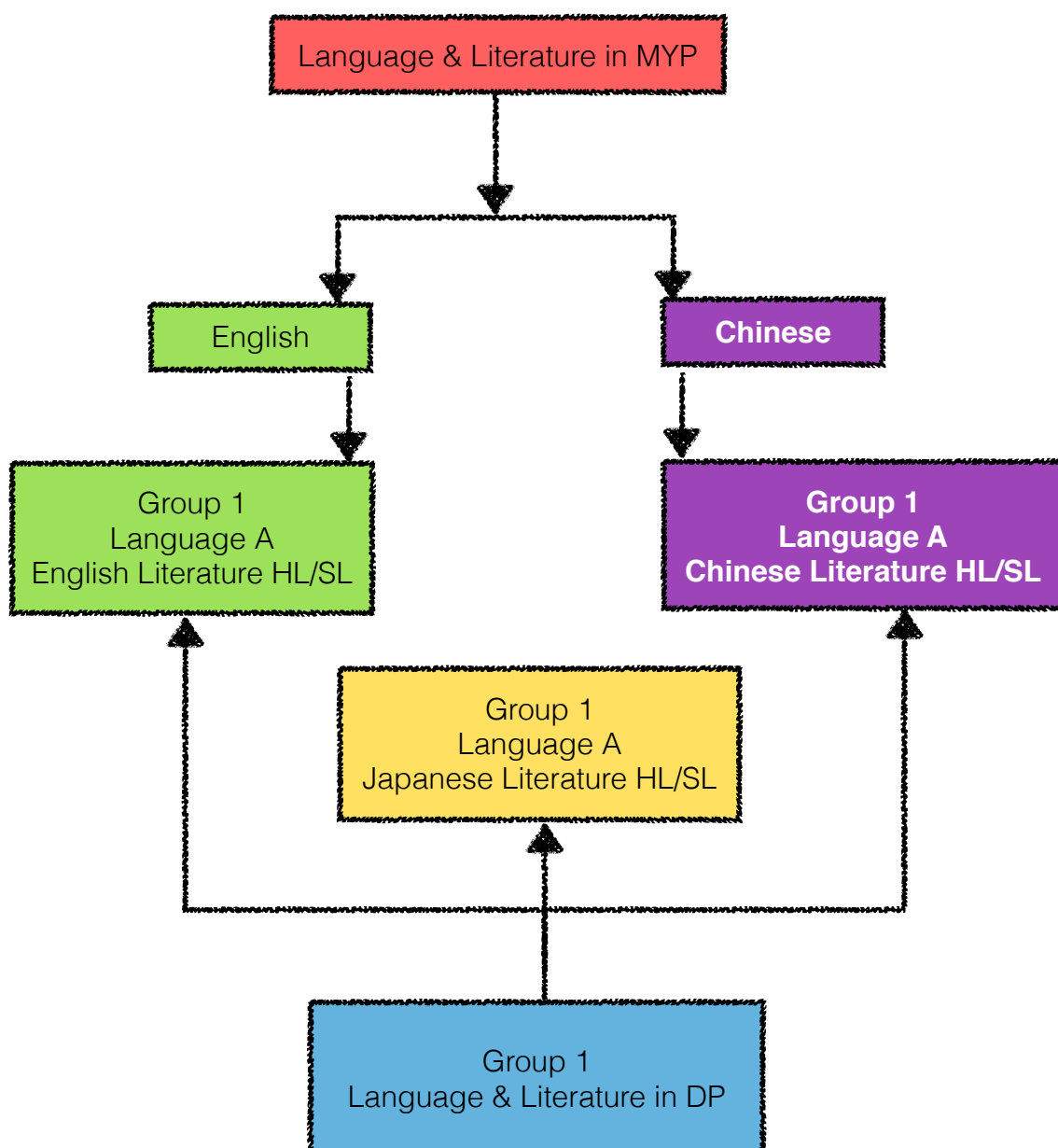
# Language Structure in JCID

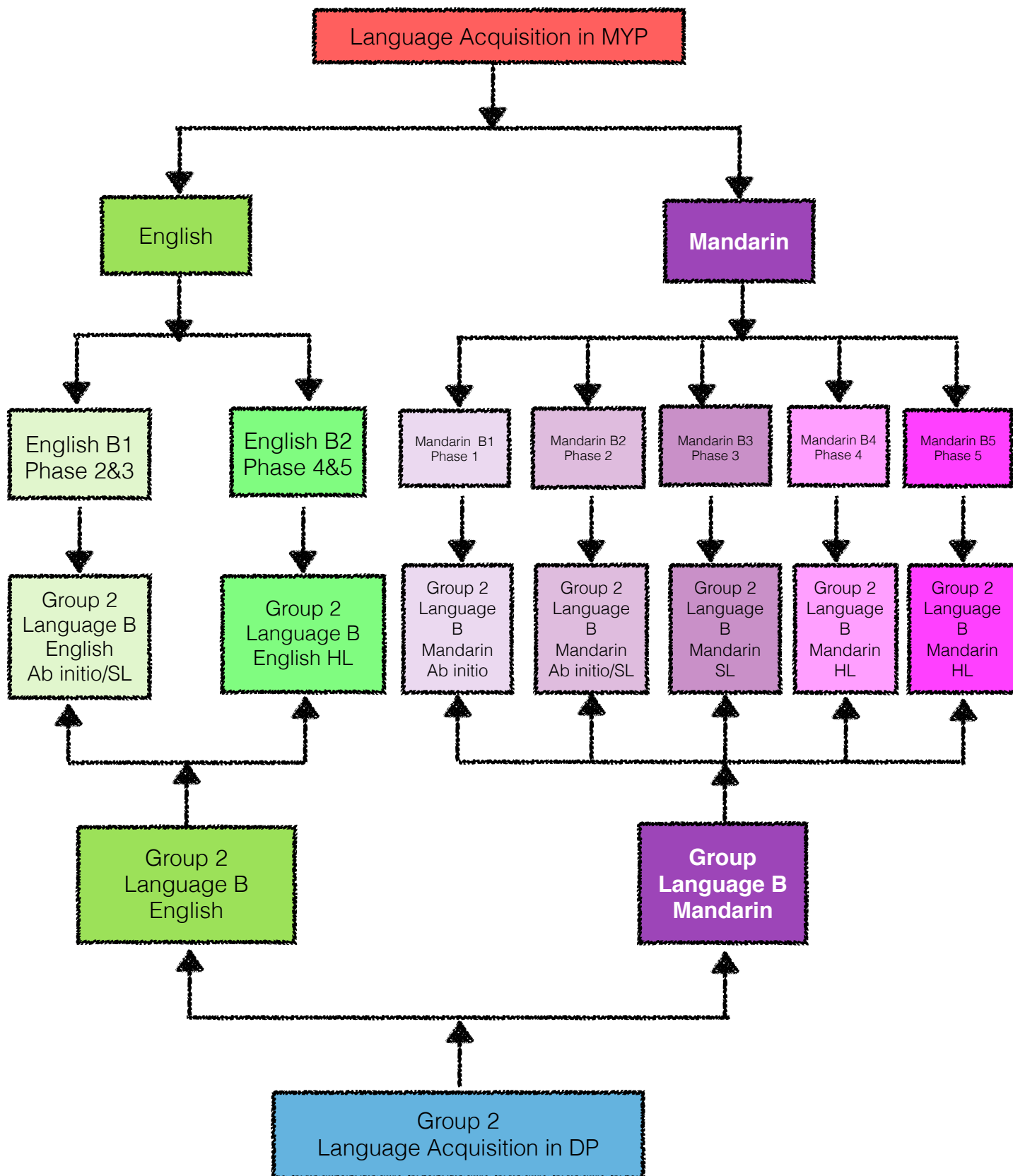
English is the language of instruction at JCID. It is the common language in which all communication and access to the curriculum occurs. As such the support and development of English within the school is paramount. English language learning is not something that happens at a set time with a set teacher, instead it happens across the disciplines and every teacher is required to model the use of language emphasizing clear and concise communication. All JCID teachers have a responsibility to address the language needs of their students in the language of instruction.

## Language Options in the both MYP and DP

Students in the JCID IB programme share the same language options. They take language classes simultaneously in each grades.

The following is the consistent map of language options in the MYP and DP programmes





## Language Structure in MYP


### Role of English

English is both the language of instruction and a medium in the MYP of JCID. It is the common language in which all communication and access to the curriculum occurs, which means that all lessons, except foreign language courses, will be taught in English. As such the support and development of English within the school is paramount. English language learning is not something that happens at a set time with a set teacher, instead it happens across the disciplines and every teacher is required to model the use of language emphasizing clear and concise communication. All JCID teachers have a responsibility to address the language needs of their students in the language of instruction. In addition, as we have students who enter our school at varying levels of English proficiency, teachers are expected to offer a differentiated program that takes language needs into account. The IBO Language Scope and Sequence will be the guide for English language skill development throughout the school.

### Role of Chinese (Mandarin)

The development of the language of Chinese (Mandarin) as a second language in the MYP of JCID is also fully fostered and supported.

In JCID, students have the option of taking Chinese (Mandarin) as their second language acquisition or as a language & literature for native or near-native speakers. Students will sit for an assessment that will place them in different phases of language acquisition or in language & literature. The curriculum follows the MYP language & literature or language acquisition curriculum. Language Acquisition students work on developing basic communication skills with a focus on oral development. Language & literature students focus more on literature as well as written language development.



Students will be assessed throughout the year using the Chinese language & literature or language acquisition criteria.

The Mandarin program at English Section in JCID aims to develop students' speaking, listening, reading, and writing skills in order for students to communicate in a range of situations in daily life in our host country, China. Through the study of Mandarin, students will develop an appreciation of local culture, an awareness of different perspectives, and an enthusiasm for language learning.

### Language and Literature: English/Chinese

This is for a fluent language user, studying in his or her most competent language. This is normally the language of the environment to which the student has been exposed from an early age or for an extended period. Students study literary texts and demonstrate analytical skills in writing and speaking.

We develop both English and Chinese as language and literature. for the students. Students in the MYP may choose to study English or Chinese or both as their language and literature subjects.

### Language Acquisition: English/Mandarin

All students in MYP are expected to complete second language (Language Acquisition ) study. JCID offers many phases of language acquisition in both Mandarin and English.

English is developed into two levels, B<sub>1</sub> for phase 2 and phase 3, and B<sub>2</sub> for phase 4 and 5. There is no phase 1 in English because the new coming MYP students will complete a rigorous test and an oral interview prior to the offer of admission. And there




is also no phase 6 because we fully believe that a phase 6 student is able to start to take Language and Literature English. The teachers of language and literature should treat the student as special need student and follow the SNE policy to help the student to catch up with others.

Mandarin is developed into several levels. Each level represents different phases from phase 1 to phase 5. There is no phase 6 because we fully believe that a phase 6 student is able to start to take Language and Literature Chinese. The teachers of language and literature should treat the student as special need student and follow the SNE policy to help the student to catch up with others. At the beginning of each semester, in order to meet the right phases, all students need to be tested, because some of the students may move to higher phases, some of the students may stay the same phase as before, and others may be sent to lower phases. According to the number of students in each phases, the school may adjust the levels. The following table shows an example of phases in mandarin in each grades of the second semester of 2014-2015.

Grade	Level B1	Level B2	Level B3	Level B4
Grade6 + Grade7	Phase 1 + Phase 2	Phase 3 + Phase 4	Phase 5	
Grade 8 +Grade 9	Phase 1	Phase 2	Phase 3 + Phase 4	Phase 5
Grade 10	Phase 2 + Phase 3	Phase 4 + Phase 5		

According to the IB language policy, students must continue the study of a second language in one of the following ways:

- Language & Literature English + Language & Literature Chinese: for the students who can master both language as their mother tongue.
- Language & Literature English + Language Acquisition Chinese: for the students whose mother tongue is English. Chinese is their additional language.
- Language & Literature Chinese + Language Acquisition English: for the students whose mother tongue is Chinese. English is their additional language.

- 
- Language Acquisition English + Language Acquisition Chinese: for the students who treat both English and Chinese as additional languages. These students need to work hard to develop one of the two language as language & literature during year 1 to year 4, otherwise they cannot get IB certificate at the end of Year 5.

### English as an Additional Language Programme (EAL)

Any student who needs English language support is placed into the EAL program. The goal of EAL program is to offer language instruction to develop the student's confidence and English competency as well as to support the student's comprehension of content during focus lessons conducted in English.

For further information, please refer to EAL Programme Chapter on Page 21.

## Language Structure in DP

For Full Diploma Candidates,, English language support is not provided. For new Full Diploma Candidates, they must already have an academic level of English when enrolling in the Diploma. The DP Coordinator, with language teachers will use their best professional judgment in helping students determine their choices, taking into account student's academic interest and capability, previous academic record, and their entry test result. For continuing MYP Full Diploma Candidates, they are suggested to refer to their language level in MYP when they make DP language-subject choice. Candidates will be given plenty of time to consider their own subject levels. At this stage, they are expected to talk with their parents and their language teachers and ask for suggestions on making a suitable choice.

Course Candidates and non-IB candidates who need English language support are placed into the EAL program. (Please refer to the EAL program introduction.)

We also foster and support the development of the language of Chinese as a second language.

### **Group 1 Language A**

This is for a fluent language user, studying in his or her most competent language. This is normally the language of the environment to which the student has been exposed from an early age or for an extended period. Students study literary texts and demonstrate analytical skills in writing and speaking.

Students in the Diploma Program may choose to study English A, Chinese A, Japanese A or both at either higher or standard level. However, students attempting to study two languages A at HL should talk to the coordinator in order to avoid stressful situation.

## Group 2 Language B

All students in grades *11-12* are expected to complete second language (Language B) study. JCID offers DP Languages B in both Mandarin and English. Students in grades *11-12* taking the full Diploma Programme, must continue the study of a second language in one of the following ways:

- DP Language B higher level or standard level (for language learners who have had three or more years of experience with the language): Students learn to communicate effectively in a number of situations, from everyday exchanges to literary texts. In this way they develop mastery of language skills.
- DP Language ab initio (for a beginner who has little or no experience of the language): Students gain a basic level of communication based on everyday exchanges and prescribed situations.

JCID offers Mandarin ab initio by special arrangement. Ab initio Language Classes will be reviewed yearly dependent upon need.

## English as an Additional Language Programme (EAL)

Any student who needs English language support is placed into the EAL program. The goal of EAL program is to offer language instruction to develop the student's confidence and English competency as well as to support the student's comprehension of content during focus lessons conducted in English.

For further information, please refer to EAL Programme Chapter on Page *21*.

# Mother Tongue Programme

## What is Mother Tongue Programme?

Mother tongue is a child's first or native language. The Mother Tongue Programme supports students who cannot be provided with formal tuition in their mother tongue during school hours.

## Why do we need Mother Tongue Programme?

Research shows that the development of the student's mother tongue or first language (usually the language spoken at home) is critical for their cognitive development; children who have not fully developed a first language can experience language-based cognitive difficulties later on.

Students may be fluent in their mother tongue however it is essential that they are also provided with the opportunity to become literate in their first language. The level of linguistic competence a student can achieve in their second language is directly dependent on the extent to which their literacy in the mother tongue has been developed. The student's sense of cultural and personal identity, and their self-esteem, is also greatly strengthened by mother tongue instruction.

JCID recognizes the importance of developing and maintaining our students' mother tongue. Developing the mother tongue language is necessary for a student's personal and academic growth. Maintaining a student's mother tongue will help students to become literate members of their own communities and to re-enter their home educational system.

### How does JCID support Mother Tongue?

JCID provides following three options for students to get their Mother Tongue Support. There are currently mother tongue programmes for the following languages: English, Chinese, Japanese, and Korean. The languages may vary according to the need of the students.

As an IB student, every students need to go to Mother Tongue Programme Coordinator, **MS. Shelly Zhu**, and find their own choice of Mother Tongue when they start the JCID school life.

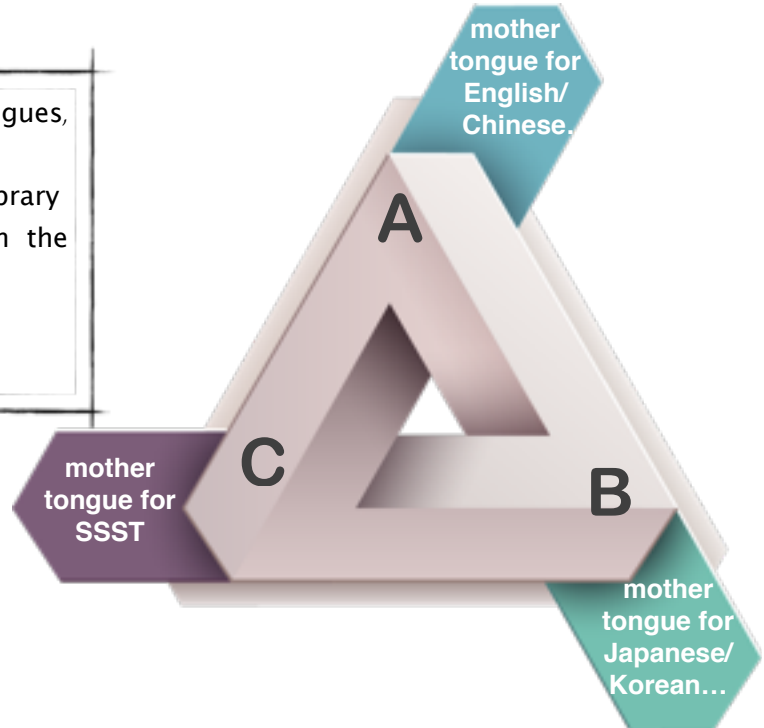
JCID offers English / Chinese/ Japanese (Grade 10-12 only) Mother Tongue classes in the school curriculum as Language & Literature English/ Chinese every day. Students will get support from

- each English /Chinese /Japanese classes
- variety of book resources in the library.

JCID provides support for SSST mother tongues, i.e. Thai, Russian, etc.

- books for other mother tongues in the library
- wifi for online learning programme in the library
- place for tutor in school

\*SSST-School Supported Self-Taught option



JCID organizes Japanese/Korean Mother Tongue classes outside the school curriculum using school facilities at the end of each regular school day. The lessons are taught by experienced private teachers with whom the parents enter into an agreement about participation and payment.

The school offers support with:

- finding suitable teachers for Japanese/Korean Mother Tongue courses by Mother Tongue Coordinator
- purchasing books for these classes.
- providing a large selection of books in the library in a variety of languages.

Students and Parents need to:

If you want to join the School Mother Tongue Programme, please

- ✓ apply for the Programme at the Mother Tongue Programme Coordinator
- ✓ follow the schedule shown below to take the class
- ✓ a cost according to the size of the group

or

If you DON'T want to join the School Mother Tongue Programme, please

- ✓ submit the evidence of your own Mother Tongue Support to the School Mother Tongue Programme Coordinator

	Mon	Tue	Wed	Thu	Fri
Time	16:00~17:30				
Language	Japanese & Korean	Japanese & Korean	Japanese & Korean		Japanese & Korean
Grade	6-8	9-10	11-12		9-10

### Further Announcement

When students reach IB DP, they can choose their first language as an A1 subject. There are two options. Provided there is a qualified teacher available, students can study at higher or standard level. This option is funded privately by the parents of the student. Alternatively, students can choose what is called the “school-supported” programme which means students can study their mother tongue at standard level and without a teacher.

However in order to avail of these options, the students should ideally study the language and literature of their first language prior to entering grade <sup>11</sup>. To facilitate and encourage students to choose the above options, the Mother Tongue Programme is offered to both junior school and secondary school students.

JCID recognizes that it takes a lot of time and dedication on the student's part to participate in these courses at the end of the school day. In order to support and recognize this, the Mother Tongue course is included on the student's official school report and transcripts for grades <sup>6</sup> to <sup>10</sup>. We hope this will encourage even more students to take part in one of our programmes.

If you are interested in your child participating in our Mother Tongue Programme or require further information, please send an email to the Mother Tongue Programme Coordinator Shelly ZHU: [shelly\\_zhu@jcid.cn](mailto:shelly_zhu@jcid.cn)



# English As an Additional Language (EAL) Programme

Any student who needs English language support is placed into the EAL program. The goal of EAL program is to offer language instruction to develop the student's confidence and English competency as well as to support the student's comprehension of all subject content conducted in English.


## Admission of EAL Programme

In order to adequately cater for the EAL needs of as many students as possible, when enrolling in our school

- All new students (native and non-native speakers of English) will complete an English placement test prior to the offer of admission, at the beginning of the year. The test comprises of written, listening and speaking components.
- Students who enroll after commencement of each semester will be tested within one week of attending class.

The student test is based on the skills required to conduct grade level work in English. The EAL programme leader, **Ms. Joanna Morgan**, decides which students need EAL support. Any students who need EAL support will be placed in the lowest phases of language acquisition english of their own grades. Students receive differing degrees of support according to their situations.

Additionally, some teachers of other subjects may find that a students is failing their subject due to lack of specific English terminology. In this instance they are encouraged to refer the student to the EAL programme leader and may also be included in the programme.



Students will be continually assessed throughout the year to determine growth from the initial phase. At the end of each semester, all teachers from Language and Literature and Language Acquisition met to decide and discuss which students they recommend moving up (a phase or class) at the beginning of the following semester, and which students should be monitored during the semester for progression at a later stage. Exit from the program will be based on a holistic view of the individual student's ability to communicate in English.

### Programme Structure

The EAL Programme leader shows the responsibility to

- find the qualified teacher(s) to
  - ✓ develop students communication skills with a focus on oral development.
  - ✓ differentiate between the varying needs of the students
  - ✓ find supplementarily support in academic language especially in the subjects of Individuals and Societies and Science.
- support the EAL teacher(s) sufficiently and efficiently
- meet with the content area teachers on a **weekly basis** to plan the support required to access the content of the lessons.
- organize the time and venue for the support
- make decision of students who need support
- liaise with the all Language Acquisition and Language and Literature teachers
- regularly check in with homeroom teachers and/or parents of the individual students.

So far, there are two sessions for MYP and DP students to get the support **once a week**. The MYP session is from Grade 6-9 and is a mandatory for Grade 6-9 (held within school ours) until the student is deemed ready to exit the programme.

	Wed	Thu
Time	14:35~16:00	16:00~17:30
Language	EAL Support for MYP Students	EAL Support for DP Students
Grade	6-9	10-12

The students and parents can get further information and support from the EAL programme leader, Ms Joanna Morgan, [joanna\\_morgan@jcid.cn](mailto:joanna_morgan@jcid.cn)

# Staff Development

All language teachers will receive IBO workshop trainings in their language subjects.

We consider all our teachers to be teachers of language. We believe that it is the role of each teacher to use clear, accurate and positive language at all times whether inside or outside class.

JCID aims to provide support and in school workshops for classroom/subject teachers. These workshops will be led by Language Specialists and supported by MYP / DP Coordinator. Teachers will be guided to deliver and adopt proven strategies on language & literature and language acquisition. Teachers are also keen and encouraging to develop their own language skills to promote the centre as a venue for lifelong learning for all.

# Language Policy Review

The language policy was jointly discussed by JCID Language Policy Steering Committee, and will be reviewed and updated annually by the members of committee.

The procedure of the review is as following:



# References

**IB Document:** Guidelines for developing a school language policy

**IB Document:** Learning in a language other than mother tongue in IB programmes

**IB Document:** From Principle into Practice

**IB Document:** The Coordinator's handbook

**The Language Policy from Eton House International School**

**The Mother Tongue Programme:** [ishmburg.org/student/mother-tongue-programme/](http://ishmburg.org/student/mother-tongue-programme/)