**IB School Code: 052067**

**IB DIPLOMA PROGRAMME**

**AT TWS(JIAXING)**

**Language Policy**

2022-2023

Academic Year

**IB Mission Statement**

The International Baccalaureate Organization 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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right ([www.ibo.org](http://www.ibo.org)).

**IB Learner Profile**

**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**IB learners strive to be:**

**Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers**

We use critical and creative thinking skills to analyze and take responsible actions on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world arounds us.

**Risk-takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced**

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**(**[**www.ibo.org**](http://www.ibo.org)**)**

1. **TWS(Jiaxing) IBDP LANGUAGE POLICY**
2. **IBDP LANGUGAGE PROGRAMMES AT TWS(Jiaxing)**

***This TWS(Jiaxing) Language Policy will go into effect for the 2022-2023 IBDP Academic Session, and will be reviewed annually.***

1. **TWS(Jiaxing) IBDP LANGUAGE POLICY**

Students learn language, learn through language, and learn about language in an environment where they explore concepts, solve problems, organise information, share discoveries, formulate hypotheses, and explain ideas.

The school language policy is consistent with the IB principles and practices. The policy therefore:

* Recognises that since language is central to learning, in practice all teachers are language teachers, with responsibilities in facilitating communication.
* Outlines that students at TWS(Jiaxing) are to learn in one language (English) in addition to their mother tongue.
* Ensures that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners, including those who are learning in a language other than their mother tongue (the document Learning in a language other than mother tongue in IB programmes provides further details on these practices and should be read when a language policy is being complied).
* Describes how the language of the host country is to be promoted.
* Recognises that administrators, teachers, librarians and other school staff will require professional development in the fields of language learning and teaching, and on how to make sure the language policy becomes a working document.
* Considers what resources and practices are to be used to involve parents in planning their children’s language profile and development.
* Presupposes that the policy needs to be dynamic and flexible so that it can evolve with the changing needs of the school population. Thus, it is essential that the DP collaborative reflective practices will monitor change and consider the views and wishes of the whole community.

**Overview**

The school promotes an enriched additional language philosophy whereby:

1. English is acquired in addition to students’ home languages.
2. English is the primary medium of instruction and social interaction; it is the only language of inclusion for the entire TWS(Jiaxing) community.
3. English develops as a process over time through purposeful use in listening, speaking, reading and writing tasks across all curricula areas, extra-curricular areas, and social situations.
4. The acquisition of English provides students the opportunity to grow beyond a single cultural community.
5. Literacy in the home language is recognised as an important part in the development of all students’ self-esteem and cultural identity and is a key component of successful learning in English.

The language policy is comprehensive and school-wide and includes the twin goals of mastering a high-quality academic curriculum and acquiring English language proficiency for all students.

The policy is fostered chiefly through professional training and understanding of relevant additional language acquisition research. The further development of the practices and procedures relating to the language policy is an ongoing school priority as information is gathered and practices are implemented.

Sets of research are difficult to obtain during term time where teachers have more pressing demands but collections of materials and achievements within class time can aid to understanding of individual classes and the broader discipline set. Language across the curriculum, using language in its different dimensions can be obtained through collaboration of English language aims and classroom outcomes in terms of the learner. Cross discipline analysis can demonstrate usages of language in situations and determine the scope pertaining where students are acting, and consequently the situations and context that occur. The forms and codes of language are hence obtained.

Finally, the language policy helps the TWS(Jiaxing) faculty with the delivery of exemplary instruction and assessment. Our integrated curriculum focuses on what we want TWS(Jiaxing) students to know, what we want TWS(Jiaxing) students to be able to do, and what evidence will be collected to document the learning that TWS(Jiaxing) students achieve.

A professional knowledge base and a general familiarity with student language learning across disciplines from the discourse – rich environment involved will add to a database of linguistic corpus and introduce balanced assessment strategies. These strategies can be used as feedback to approach planning from an inductive or deductive template that incorporates logical inference.

**Expectations**

With Cognitive Academic Language Proficiency (CALP) the linguistic goal of the curriculum, language proficiency should be within context and according to academic goals. Language proficiency invariably differs in any ESL class and therefore scaffolding students within functionally and contextually obvious situations with differentiated tasks will allow on task observations of students and teachers.

TWS(Jiaxing) students experience an enriched, language-immersion education in which English is the primary language of instruction and social interaction. An appropriate level of English-language proficiency in both basic interpersonal communication skills and cognitive academic language proficiency is the linguistic goal of the curriculum. It is recognised that fluency in English is at least partly dependent upon the amount of time and the variety of situations in which English is used. Therefore, the expectation is that all students, staff, and administration will use English on campus, as the primary language of communication, including for the purpose of social interaction.

1. **IBDP LANGUAGE PROGRAMMES AT TWS(Jiaxing)**

We offer Chinse A: Literature HL/SL, English B HL/SL. Additionally, we offered and may in the future still offer Language A school supported self-taught language courses, for students whose home language is not Chinese. Every student must take one of these subjects from Group 1 and another from Group 2. The choice of language level depends upon the student’s preference, level of proficiency and literacy in that language and his/her overall Diploma Programme subject choices.

**The following table outlines the language choices offered at IB Diploma Programme at TWS(Jiaxing):**

|  |  |  |
| --- | --- | --- |
| **Group 1** |  |  |
| Language A: Literature  Language A: Language & Literature  HL&SL | Is for a fluent language user who:   * is highly skilled and proficient in the language   Normally this is the language of the home environment to which the student has been exposed from an early age, or for an extended period. Students will:   * focus on the study of literature * study literary texts and demonstrate advanced analytical skills in writing and speaking. | Mandarin Chinese  HL / SL |
| Language A  School Supported Self-Taught  SL | Is for a fluent language user who:   * is highly skilled and proficient in the language   Normally this is the language of the home environment to which the student has been exposed from an early age, or for an extended period and whose particular language is not English or Mandarin Chinese.  Students will:   * focus on the study of literature * study literary texts and demonstrate advanced analytical skills in writing and speaking. | Not expected as an IB DP World School alternative subject for the first few years to come. |
| **Group 2** |  |  |
| Language B  HL&SL | Is for a language learner who:   * has considerable experience in the language but who is still working on language acquisition and fluency   Students will:   * learn to communicate effectively in a number of situations, from everyday exchanges to literary text * study the culture of the target language develop mastery of language skills | English B  Hl / SL |

**DP1/Grade 11 Admissions**

TWS(Jiaxing) seeks to enroll students from diverse socio-economic, ethnic, linguistic and national backgrounds who will benefit from the challenging academic program and who will contribute to the life of the school. Students with appropriate qualifications are admitted at all levels, class sizes permitting. Students of all linguistic backgrounds are considered for admission. Students with no English language skills are accepted throughout Primary and Middle School and supported through our ESL program. Students should be proficient in English to begin the IB Diploma in Grade 11. Currently, 98% of our Grade 10 class (2 x 24 students = 48) are Mandarin Chinese mother tongue speakers.

Students who enter the School in Grade 11 will have gained strong results in the MYP programme, or transfer students will have achieved an acceptable academic standard at their previous school. Acceptance into the IB programme is at the discretion of the HOS and the IB Coordinator.

Or, students must demonstrate sufficient English Language skills to engage with International Baccalaureate (IB) curriculum, this success could be based on their AQA GCSE English results scoring a minimum of 4 or 5.

Considering that IB Diploma students will be faced with a range of new and unfamiliar concepts or subject names, they should read carefully the course outlines contained within this document. The IB Diploma Coordinator and IB Teachers will answer all student questions. It is important, too, that students listen to the advice of teachers regarding the choice of subjects. The school will also assemble a range of workshops to develop their critical thinking, communication and writing to develop their language to an academic level. The IB Coordinator carries ultimate responsibility for the IB Diploma Programme.

**PLEASE KINDLY REVIEW OUR LANGUAGE POLICY in relation to qualifying for a place in our IBDP Programme. Kindly also overview our INCLUSION POLICY.**

**Second Language Support**

Successful language learning can only be accomplished through a thorough support system within the school and a full partnership between our school and the parents.

English language tuition in the classroom provides enriched language instruction and is sensitive to non-native speakers’ needs. Students with two or fewer years of English language instruction will usually need more intensive, small group language instruction. This is provided for English Language Arts in Grades 6-9. The ESL program ensures newcomers and others with limited English skills will have access to the English language and curriculum, while offering support to English classroom teachers so they can continue to provide a challenging curriculum for all students.

**Student Support**

Teachers will identify students with special needs, both academic and social/personal. Teachers will develop appropriate modifications to the learning program that are consistent with the perceived needs of the student. The TWS(Jiaxing) Management Team will review the student information and recommend an action plan for meeting the student’s needs. The plan is implemented for a period of time and evaluated for its effectiveness.

**IB Diploma Programme (IBDP)**

**School Supported Self-Taught Language**

School Supported Self-Taught SL, is a program of study within the International Baccalaureate Organization’s Diploma Program. It is classified as a Group 1 course and is therefore subject to the same curricular requirements as other first language courses. Its function is to provide diploma candidates a means of pursuing the study of their first languages when there are too few student speakers of that language to constitute a regular class. Only Diploma candidates in Grades 11 and 12 that are enrolled in the Diploma Program are eligible for access to school supported language.

The reasons for supporting the preservation and development of a person’s first language include:

* the celebration of diversity and enablement of cross-cultural awareness, appreciation, and understanding
* the preservation and development of first languages enable the development of higher order cognitive skills, and
* the preservation and development of first languages enable people who are members of small cultural subgroups better to maintain and transmit cultural identity within a multicultural society

**An IB Diploma candidate and his /her parents are responsible to use the occasional services of a privately recruited tutor to provide limited support for their child’s School Supported Self-Taught Language course. This is an IBO suggestion and precedent set over the years by many international schools. It is not a requirement, but a suggestion. Any costs for extra Self-Taught Language tutoring is a private matter between the tutor and the parents.**

**Implementation Practices**

**Language Admissions, Placement and Tracking**

1. We screen applicants through multidimensional assessment procedures.
2. Our multidimensional assessment procedures include English language-proficiency, tracking, appraisal of past records and current academic levels, student’s language or language-readiness skills and observation of emotional and social development.
3. We place students in appropriate instructional settings based on the data of our multidimensional assessment procedures (e.g. ESL support).
4. We place students according to age-appropriate criteria as much as possible.
5. We conduct ongoing assessment of students’ academic and language accomplishments and needs.
6. We collect representative samples of students’ work to document linguistic and academic growth in language.
7. We communicate clearly with parents regarding students’ accomplishments and needs as they progress through the grades.

**Language Promotion and Graduation**

1. We recognize that the beneficial outcomes of language immersion programmes are cumulative and individual.
2. We assess each student’s progress in reading, writing, and oral language to make sure that developmental linguistic progress is being made.
3. We assess each student’s academic progress using multiple forms of data collection (i.e. tests, student work, projects, portfolios, collaborative examination).
4. We assess ESL students’ readiness to exit the support programme according to specific criteria by using a variety of assessment procedures.
5. We keep parents informed of their children’s academic progress and English-language proficiency on an ongoing basis.
6. We may retain students who do not show sufficient linguistic or academic progress.

**English Language Curriculum**

1. We use a research-based instructional model – one that uses teachers’ professional expertise and judgment to select teaching strategies most appropriate to their group of students (e.g. differentiated instruction, cooperative learning).
2. We use a standards-based curriculum model – one that identifies what students should know and be able to do in all curriculum areas.
3. We use a language-across the curriculum model – one that uses language in increasingly complex ways whereby learners attain English language proficiency not by adding skills one-by-one to their repertoire but by using and exploring language in its many dimensions.
4. We use a content-based ESL curriculum model – one that focuses on acquiring language in context rather than on learning a second language exclusively.
5. We use an assessment-driven instructional model – one in which we plan our classroom instruction according to what we want out students to know and be able to do and requires them to demonstrate their learning.

**Responsibilities of Stakeholders**

Effective implementation of the Language Policy requires that cooperation of all stakeholders of the school community.

***Role of Senior Administration***

1. Use English as the primary language of communication.
2. Ensure that policies and procedures regarding the language acquisition are developed and implemented and are regularly reviewed.
3. Providing funding, facilities, leadership, and resources for the successful implementation of the language policy.
4. Hold administrators accountable for the effective implementation of the Language Policy.
5. Attract and retain highly qualified and experienced administrators and teachers.
6. Ensure the planning, delivery, and evaluation of effective professional development meets the unique requirements of TWS(Jiaxing) faculty in relation to the Language Policy.

***Role of Administrators***

1. Use English as the primary language of communication.
2. Provide academic leadership for the school.
3. Share responsibility for oversight, implementation and revision of the Language Policy and curriculum efforts.
4. Support teachers in their delivery of instruction.
5. Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies.
6. Promote an embedded professional development model enabling collaboration concerning curriculum, instructional techniques, assessment, and student progress.
7. Observe teachers and provide constructive feedback, materials, planning time and staff development opportunities.
8. Promote communication with parents concerning students’ language development.
9. Promote an extra-curricular programme that encourages the use and development of English.

***Role of ESL Specialists***

ESL Specialists have knowledge of language and second language development, culture, grade-level subject matter, instructional resources and assessment tools. The following goals set out the range of activities that the ESL specialists undertake:

1. Use English as the primary language of communication.
2. Work with administrators and faculty to enhance the language programme with language across the curriculum perspective.
3. Support professional development in the practices of language across the curriculum and sponsor training sessions for that purpose.
4. Nurture the articulation of thematically-integrated, language programme curricula.
5. Promote effective language teaching and assessment practices.
6. Communicate with parents regarding language issues and the school’s language programme.

However, responsibilities for language-immersion and language development do not rest exclusively with the ESL specialist but rather are shared with faculty and parents.

***Role of Faculty***

Since learning and language are inextricably bound, every teacher is therefore both a content teacher and a language teacher. The faculty is expected to:

1. Use English as the primary language of instruction and social interaction in and out of the classroom.
2. Acquire a professional knowledge base in second language acquisition processes, students’ developmental language behaviours, and familiarity with students’ language learning cognitive styles.
3. Integrate language instruction with content instruction.
4. Make high-level academic content instructionally comprehensible.
5. Create classroom environments that are discourse-rich and process-oriented (plentiful opportunities for students to listen to, read, speak, and write through interactive activities).
6. Support and encourage language self-assessment.
7. Give ongoing feedback to students on their linguistic and cognitive development by using a variety and balanced assessment strategies.
8. Hold high linguistic and academic expectations for all students.
9. Build a strong home-school partnership using various means of communication.
10. Emulate dispositions for life in an international world (i.e. tolerance for ambiguity, empathy, flexibility, respect for others’ languages and cultures).
11. Work collaboratively to develop culturally inclusive, as well as age- and developmentally appropriate curriculum and teaching strategies.
12. Integrate appropriate technology that enhances language development.
13. Select resources that are linguistically accessible and culturally inclusive.
14. Teach English language skills for social interaction.

***Role of Administrative Staff***

The administrative staff play an important role in reinforcing the use of English on campus. They are expected to:

1. Use English as the primary language of communication.
2. Facilitate communication with parents, visitors and contracted staff.
3. Facilitate communication with students who are beginning to speak English.

***Role of Parents***

A number of parental actions will facilitate linguistic and academic success for students. Families are encouraged to:

1. Have a positive attitude toward both English and the home language.
2. Promote the advantages of learning other languages.
3. Maintain mother tongue literacy skills in the home or after school.
4. Encourage and support their children’s additional language acquisition.
5. Communicate with other parents to exchange ideas and reduce isolation.
6. Support the expectation that students use English as the language of learning and social interaction on campus.
7. Supply multilingual materials in the home.
8. Be knowledgeable about language-immersion in order to support the schools’ efforts.
9. Be prepared to make the long-term commitments that success requires.
10. Have realistic expectations of their children and TWS(Jiaxing).

***Role of Students***

English is the primary language of instruction and social interaction at TWS(Jiaxing), which means that students learn and communicate in English. English is recognized as the language of inclusion on campus, and therefore students are expected to use English both in and out of the classroom to:

1. Acquire information by listening to oral presentations, interpreting print and graphic material, and observing and recording practical experiences.
2. Convey information by telling stories and explaining ideas.
3. Think logically through inference, hypothesis, analysis, prediction and evaluation.
4. Accomplish practical tasks either individually or by collaborating in small groups.
5. Make decisions by identifying alternatives, evaluating evidence and determining appropriate actions.
6. Work creatively by using ideas and materials inventively.
7. Demonstrate respect for others by using English in class as well as in social situations.
8. Develop fluency in English for all forms of communication.

**Conclusion**

This Language Policy will be reviewed annually by the TWS(Jiaxing) Management Teach with the inclusion of all DP teachers.

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Edited on 1st September, 2022

**Acknowledgements**

Various IB publications have been used in the preparation of these information booklet:

*Programme standards and practices*

What is an IB education?

*Diploma Programme: From principles into practice* (For use from August 2015)

*Diploma Programme assessment: principles and practice*

Approaches to teaching and learning in the Diploma Programme

*Handbook of procedures for the Diploma Programme 2022*

Learning stories – Involving parents in the maintenance and development of students’ mother tongues

Learning stories - A learning story about how a school's language policy supports multilingualism in a culturally diverse community

Learning stories–A learning story about the role of the mathematics teacher as a language teacher

*Guidelines for developing a school language policy*

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

*Learning in a language other than mother tongue in IB programmes* (in Chinese)