



Nanchang International School

南昌国际学校

LANGUAGE POLICY

2021-2022

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1. NCIS Guiding Statements

1.1 NCIS Vision

NCIS students will become internationally minded, lifelong learners

1.2 NCIS Mission

NCIS students will become internationally minded, lifelong learners

2. Language Philosophy Statement

We believe that every teacher at NCIS is a teacher of language and that every member of the learning community plays a significant role in language development. Language is a medium of inquiry and plays an essential role in school. Language is the major connecting element across the curriculum. It is necessary to learn language, study language and learn through the use of language.

The primary language at NCIS is English, the school's primary language of instruction. In our school community a command of English is the key to accessing information and communicating. We recognize that English is not the first language of many of our students and that they come to us with a range of different language levels. Therefore, in order for all students to be successful academically, all teachers are committed to the growth and development of the students' English language skills. We believe that language learning is a three-way partnership between the school, parents and students.

NCIS believes in the importance and value of the host country's language and culture. Access to the Chinese language allows students to participate more fully in the local community and appreciate their cultural surroundings.

We believe the development of mother tongue language is crucial for cognitive development and in maintaining cultural identity. We recognize it is essential to have a strong foundation in one's first language, as it facilitates the acquisition of other languages.

3. Language Needs

3.1 Language of Instruction

Throughout NCIS the language of instruction is English, the only exception to this being Chinese classes. Teachers, as the models of good language practice, are expected to conduct their lessons in the target language of the class. For those students not proficient in English, the primary aim of language instruction must be to achieve an academic working level in English.

3.2 Language of Communication

Classroom

The common language of the classroom is English. To communicate effectively within the classroom all students are required to use English to the best of their language ability. We do not have an English-only policy for students at NCIS. Where it will add to a deeper understanding of their learning, students may use their mother tongue, though this should not intentionally exclude others.

Community Translation

All school documentation is produced in English. If a document is first produced in another language it is translated into English and made available to the school community.

All academic reports are delivered in English language only.

All school events (curriculum night, parent meetings, three-way conferences) are held in English, Chinese translation is provided.

3.3 Teaching and Learning Within the Academic Programme

IB Language Scope and Sequence Phases guide the NCIS curriculum in order to promote inquiry-based language learning. The language programme strongly relates to the programme of inquiry. However, teachers also identify, plan and teach areas of language that are outside the programme of inquiry.

3.3.1 English

Oral Language: Speaking and Listening

Oral language is an integral part of the learning programme. Each day, students are encouraged to use English in the classroom through listening and speaking learning engagements. These will develop, consolidate, and extend students' listening and speaking abilities.

Written Language: Reading and Writing

Reading

Teachers use a range of strategies. Teachers will create regular opportunities to read to students, read with students (shared and guided texts), and have students read independently.

Writing

We identify specific text types to be taught at each grade level. As students progress through the grades, their understanding of these will be deepened and consolidated. Teachers will regularly model writing to students (shared and guided writing), and provide opportunities for students to write independently. Embedded in writing lessons is the modeling and joint construction of surface and deeper features of the text type. The teacher guides handwriting practices to ensure correct letter formation and a functional, legible, handwriting style.

Visual Language: Viewing and Presenting

We identify the processes involved in interpreting, using and constructing visuals and multi-media in a variety of situations and for a range of purposes and audiences. This allows students to understand the ways in which images and language interact to convey ideas, values and beliefs.

3.3.2 Chinese

There are two Chinese streams at NCIS.

Mainstream Chinese (MS) is a high level programme focused on listening, reading, writing, oral language and culture. It is most suitable for native speakers of Chinese, and those assessed at a level at which they will be able to manage the high linguistic and academic requirements, such as long-term residents in China.

Chinese as a Second Language (CSL) is a programme designed to provide students with a greater understanding of Chinese language and culture. This practical programme incorporates listening, oral language, reading and writing at a developmentally and linguistically appropriate level.

3.4 Language Assessment

This section should be read in conjunction with NCIS Assessment Policy.

Language is assessed according to IB guidelines in the areas of oral, visual and written communication. Assessments are given to determine literacy levels and skills, with reference to the *IB Language Scope and Sequence documents*.

3.4.1 Entry Assessment

This section should be read in conjunction with NCIS Admissions Policy and Procedures.

English - Early Years and Kindergarten

All prospective families complete the application form indicating the student's language ability and language background. All prospective students and parents are interviewed.

English - Grades 1-6

All prospective families complete the application form indicating the student's language ability and language background. All prospective students take an English assessment. Test results determine their English level and the level of support they will receive.

Chinese - Early Years and Kindergarten

All students are placed in the one level Chinese class. The teacher will differentiate according to the student's level.

Chinese - Grades 1-6

At entry, students are assessed in Chinese language ability and placed in the appropriate Chinese stream. The teacher will differentiate according to the student's level.

3.5 Language Support

Teachers

NCIS provides professional development for teachers to improve student language acquisition and learning.

Students

NCIS recognizes the need for inclusive language support. Teachers support all students in their learning of English using available resources to meet this need.

3.5.1 English as a Second Language (ESL) Support

ESL - Early Years and Kindergarten

Students who are admitted to the school without complete fluency in the language will receive support within the regular class. Also parents or legal guardians may choose more English classes on an extra curricular basis. It is not a compulsory activity and it is not related to the curricular part of language learning.

ESL - Grades 1-6

Students who are admitted to the school without complete fluency in English are provided with additional ESL support, either within the regular class or in pull out lessons. ESL students in Grades 1, 2 and 3 are given a maximum of one year of ESL support in order to achieve the necessary English level to continue studying in NCIS. ESL students in higher grades have a maximum of two years to achieve the required English level. The ESL teacher works collaboratively with the homeroom teacher to monitor student progress and provide appropriate support for each student. Also parents or legal guardians may choose more English classes on an extra curricular basis. It is not a compulsory activity and it is not related to the curricular part of language learning

3.6 Mother Tongue Development

NCIS promotes mother tongue development as it facilitates students' cognitive development and deepens the understanding of their learning. Teachers regularly communicate with parents about the units of inquiry and other curriculum areas, so they can reinforce this learning in their mother tongue. Parents and legal guardians are welcome to organize workshops and reading sessions to promote their mother tongues. In addition to it the school celebrates the International Mother Tongue day, where students are able to share the information about their mother tongues and cultures.

For more sustainable support of the mother tongues the school is ready to hire a tutor (face-to-face or on-line) for any necessary language (this service can be requested by parents or legal guardians and will imply an extra fee) and in any form (privately or in group).

3.7 Host Country Language and Culture

NCIS recognizes the importance of all students having access to the host country's language and culture. Chinese language instruction is offered at all grade levels, and Chinese culture is promoted across the curriculum throughout the school.

4. Expectations of Language Usage

4.1 Academics

Writing Conventions

Character, spelling and punctuation conventions will reflect the international character of the school; emphasis is placed on consistency of use in a student's work.

4.2 Around the Campus

NCIS encourages English and Chinese usage around the school by teaching the importance of linguistic inclusion and the understanding that English and Chinese, regardless of proficiency, are our community languages. No use of any language should exclude others.

5. Communication and Review Process

5.1 Communication of Policy to the NCIS Community

NCIS disseminates this policy document to staff at the beginning of each academic year and makes it available to all members of the school community.

5.2 Policy Review

NCIS establishes a review committee to collaboratively evaluate and review this policy document on an annual basis.