



Beanstalk International Bilingual School
青苗国际双语学校

Language Policy

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IB Mission Statement

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.

BIBS Mission Statement

BIBS seek to empower its learners to become bilingual, multi-cultural and global- minded citizens who are equipped with the knowledge and integrity to function successfully, responsibly and effectively in an ever-evolving global environment.

BIBS Motto

Love, Care & Support

Links to other policies and guides

This document should be considered together with the following policies:

- Assessment Policy
- Inclusion Policy

Purpose of the Language Policy

The purpose of the Language Policy is to establish a framework of language learning at BIBS Kunming. With regards to language acquisition, the policy outlines a pathway for students to grow and develop the skills required to progress from Phase 1 to Phase 6. It therefore aims to outline the systems and strategies used by BIBS Kunming to support language acquisition and to acknowledge and advance the value of mother-tongue languages in the school community.

Language Philosophy

Students at BIBS receive an integrated, bilingual education programme. BIBS is committed to developing student's proficiency in both English and Chinese. BIBS strives to enable all students to become confident communicators who are able to utilise the four skills of listening, speaking, reading and writing effectively. We believe every teacher is a language teacher and that student literacy is developed through a trans-disciplinary approach to learning.

At BIBS Kunming, we believe:

- that all teachers are language teachers
- that the acquisition of a language is greater when instruction caters to individual student differences in culture, ability, and learning styles.
- that the continued development of a student's mother tongue is essential for the maintenance of personal and cultural identity.
- that language learning is best achieved in authentic contexts.
- that language learning promotes international-mindedness and multicultural understanding.
- that language plays a vital role in students' cognitive and personal development, in their ability to communicate, and their growth as a learner.

Language Support

At BIBS Kunming, the language of teaching and learning is English for all subjects except Group 1 Language and Literature which differs depending on the mother-tongue language of the students. As most of our students are bilingual Chinese nationals, we recognise the need for offering support structures for language acquisition as well as support for mother-tongue languages.

The purpose for these support structures is to:

- enable our students to gain proficiency in both English and Chinese
- enable our students to develop the communication skills necessary for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable our students to understand the nature of language and the process of language learning.
- enable our students to recognize and use language as a vehicle of thought, reflection and self-expression.
- enable our students to develop literacy skills through a range of learning tools.
- enable our students to develop an appreciation of literary and non-literary texts, aiding development of critical and creative thinking.
- enable our students to develop a respect for, and understanding of, diverse linguistic and cultural heritages and to foster in them a lifelong interest in, and enjoyment of language learning.

Support for Mother Tongues

The majority of our students are Chinese-speaking nationals. Their mother tongue development is promoted through weekly Chinese classes following a government provided curriculum. All formal documentation are translated into Chinese as is all other general communication to the broader school community. Non-Chinese speaking students learn Chinese as an additional language in separate Chinese as an Additional Language (CAL) classes. For both groups, developing their skills in Chinese is vital not only as a means of communication in the host country, but also as a

principal way of facilitating a better understanding of Chinese culture, and the community in which students are living and studying.

Language Support for Students in the Primary Years Programme (PYP 1-5)

Each class has at least two homeroom teachers, one with native speaker fluency in English and one with native speaker fluency in Chinese. Mathematics is taught in both in Chinese and in English

All teachers are expected to work collaboratively and model proper verbal, written and visual language practices. In addition, teachers embed inquiry and make connections across subject areas to promote active, compassionate lifelong learners.

To achieve our goals, teachers:

- Teach language development in terms of listening, speaking, reading, writing, presenting and viewing according to IB Approaches to Learning.
- Differentiate learning experiences to enrich or accommodate student's needs
- Teach reading and writing using whole group, small flexible group and independent Instruction.
- Use a variety of texts and technology.
- Create an atmosphere of acceptance of cultural differences.
- Encourage inquiry through class discussions, critical problem solving, hands-on learning experiences, journaling, written assessments, essays, reading responses and reports.

Language Support for Students in the Middle Years Programme (MYP 1-5)

At BIBS we understand that our students come with many different languages and cultural backgrounds to our school and will therefore progress at a different pace. As such, we have structured our Language support systems to include English as an Additional Language (EAL) using the IB Language Acquisition assessment tool (2021) for phase 1 and phase 2 during language intensive subjects. In MYP1, MYP2 and MYP3, the IB Language Acquisition Phase 1 and Phase 2 assessment tool (2021) is implemented during English, Science and Individuals and Societies. In MYP4 and MYP5, the IB Language Acquisition Phase 1 and Phase 2 assessment tool (2021) is implemented during English, Chemistry, Physics, Biology, Geography and Economics.

Language Support Placement Tests

The Assessment Tests that we use in MYP consists of four components i.e. Listening, Speaking, Reading and Writing, the results of which are correlated with the required assessment criteria for Phases 1 to 6 of the MYP Language Acquisition guide.

Based on the results of these tests, students will be placed in one of the following categories

1. Phase 1: Starter
2. Phase 2: Elementary
3. Phase 3: Pre-intermediate
4. Phase 4: Intermediate
5. Phases 5/6: Advanced

Depending on these categories, students are offered support as follows:

Phase 1 & Phase 2

Mainstream Differentiation – Phase 3 & 4

Mainstream – Phase 5

Mainstream Extension – Phase 6

All students are assessed at the beginning of the academic year and are placed accordingly. Thereafter, Phase 1 and Phase 2 students are assessed at the end of each unit and, based on the results of these tests, are offered the appropriate level of support in subsequent units.

Language in the Diploma Programme (DP 1 and DP 2)

The medium of instruction of IB DP will be English and all students will study a minimum of two languages, at least one of which will be a Group 1 Subject. Students without sufficient skills in English will not be accepted into the Diploma Programme. Alternative programs will be offered.

Professional Development

The school recognizes the importance of staff training in cultural awareness and language acquisition through professional development opportunities so that teachers are provided with strategies to assist students in developing language. We also recognise that, based on the context of our school, subject content and language learning should be integrated and we aim to focus on developing staff in the Content and Language Integrated Learning (CLIL) system for use in all non-language-based subjects.

Policy Review

The school-wide teaching staff, together with the Programme Coordinators, Heads of School and Director of Schools, will continue to review, support, refine and build upon our Language Policy once per year to ensure that we are meeting the needs of all of our students. This revision process is collaborative and is finalised only after it has been discussed and agreed upon by all shareholders.