



XLIS

XI'AN LIANGJIATAN
INTERNATIONAL SCHOOL

2023-2024

**XI'AN LIANGJIATAN INTERNATIONAL SCHOOL
LANGUAGE POLICY**

Xi'an Liangjiatan International School Language Policy Guidelines

Primary Years Programme:

At XLIS opportunities are planned for students to learn language, learn about language and learn through language. The school emphasizes the importance of a partnership between the home and school. The school aims to develop multilingual learners which leads to international mindedness and in particular a better understanding of other cultures. As there is a strong connection between culture and language, teachers support the mother tongue of our students to instill a sense of identity.

For the Primary Years Programme at XLIS, the following practices are followed:

The school is responsible to communicate that:

- home and family languages are considered the primary language upon which the second language is built
- mother tongue is considered to be important in affirming identity
- an additional language is provided for students from the age of 3 years
- multilingualism is a significant part in the development of international mindedness
- students may take 1-3 years to develop Basic Interpersonal Communication Skills (BICS)
- students may take 5-7 years to develop Cognitive Academic Proficiency Level (CALP)
- provide on-going professional development for teachers to focus on best practices and differentiation strategies including use of technology to meet the needs of English Language Learners
- collaborate with the librarian in expanding multilingual resources in the library to support language and literacy development and teaching of units of inquiry
- organize events and activities to foster and promote language and literacy development

Teachers are responsible to:

- ensure opportunities for translanguaging are planned as part of the collaborative planning process
- develop a buddy system for students new to the school to be supported in their mother tongue
- understand every teacher is considered to be a language teacher in our context
- use the language of instruction in multilingual discussions in order to ensure all students are included

- maintain open communication with parents and families and recognize their roles in supporting the development of language
- differentiate teaching to meet the needs of the diverse student population
- collaborate with EAL co-teachers through planning and push-in sessions

EAL Teachers are responsible to:

- co-plan, co-teach, co-assess and co-reflect with the grade level team
- provide support through majority push-in inclusive support as well as some pull-out when needed
- scaffold learning engagements to enable students to access the curriculum
- ensure that all English Language Acquisition students complete annual WIDA testing

The students are responsible to:

- complete ACER tests in literacy in PYP 4 & PYP 6 to the best of their abilities
- complete reading benchmarks and writing benchmarks three times a year
- work towards international mindedness through multilingualism

The parents are responsible to:

- provide support at home for the home language and the language of instruction

Middle Years Programme

Language learning lies at the heart of the MYP fundamental concepts: holistic learning, intercultural awareness and communication. Cultural awareness and international mindedness are expanded through the study of language. They learn that language is part of identity and through language they are able to appreciate individuals from other parts of the world and the host country. In all the MYP subjects, communication is an objective and an assessment criterion. All teachers integrate language learning in all their disciplines.

The school is responsible to:

- provide opportunities for all students to study two languages
- provide funding for WIDA and ACER and PSAT diagnostic testing
- continuously expand the library collection to include resources in all students' home languages
- demonstrate cultural awareness and respect for the host country language by amplifying the Chinese language through a variety of activities and events
- support the maintenance of mother tongue and development of additional languages

throughout MYP

- provide ongoing professional development for teachers focused on best practices and differentiation strategies to meet the needs of English language learners
 - Students should progress through phases after a minimum of two years.
 - Ensure that the movement of students between the phases follows appropriate procedures.
 - Movement between phases should take place at the end of semester.

Teacher is responsible to:

- facilitate English as the language of instruction in all classes with the exception of Chinese A and Korean Language and Literature and Chinese B Language Acquisition
- follow the lead of the Academic subject leader to analyze data from diagnostic tests (WIDA, ACER, PSAT) to inform teaching and learning
- collaborate with the EAL team to administer and assess writing samples for all students twice per year.
- differentiate teaching to meet the language needs of the diverse student population.
- collaborate with EAL co-teachers through planning sessions and push-in classes.
- collectively support the development of language from emergent to developing, expanding, bridging, and reaching fluency.
- participate in ongoing professional development.
- Follow the outlined procedures in Appendix 1 to move students between phases.

EAL Teachers are responsible to:

- populate student profiles with teaching strategies for second language learners.
- scaffold learning engagements to enable students to access the curriculum.
- ensure that all English Language Acquisition students complete annual WIDA testing.

Language Acquisition and Language and Literature teams are responsible to:

- ensure that students are promoted to the next language acquisition phase, based on WIDA scores, sample work and recommendation of teachers.
- ensure that promotion from phase 5/6 language acquisition to language and literature is based on probe testing, sample work and teachers' recommendations.

The students are responsible to:

- complete ACER tests in literacy in MYP 1-4 to the best of their abilities.
- complete the PSAT in literacy in MYP 5 and DP1 to gauge their readiness for further

academic studies.

Diploma Programme

The Diploma Programme requires students to develop academic language proficiency in all their subjects. Language learning is essential to the holistic development of the young adult learners. Through studying two languages, students become aware of their own identity and culture, and gain understanding of other language patterns and cultures through language learning. Through language, students demonstrate creative and critical thinking skills and higher order-thinking.

The school is responsible to:

- provide mother tongue and second language options for all learners and where applicable provide opportunities for the bilingual diploma.
- offer School Supported Self-Taught Language for any learners whose mother tongue is not English, Chinese or Korean.
- organize and administer events to guide parents and students for language subject selection.
- provide resources to support the teaching in mother tongue and second language.
- provide opportunities for students to demonstrate creative and critical thinking in TOK in Chinese and English.
- provide ongoing professional development for teachers focused on best practices and differentiation strategies to meet the needs of English language learners.
- ensure that all students entering the Diploma Programme have the language potential to access the curriculum.

Teachers are responsible to:

- implement activities to enhance academic literacy across subjects.
- differentiate activities to meet the language needs of diverse learners.
- plan and reflect on cognitive academic learning proficiency (CALP) across subjects
- collaborate with language and literacy specialists.
- provide opportunities to demonstrate international mindedness through the selection of diverse texts and resources.
- participate in ongoing professional development.

Students are responsible to:

- select their language A and language B choices based on their abilities and prior

language learning.

- choose the language course that will provide proficient challenge and ongoing learning.
- remain in the same Language A which they studied in the MYP.

Appendix - XLIS Phase Level Transition and Transition to Language and Literature

Step 1 - Provide evidence of the student to move from assessments.

Step 2 - Students take the XLIS phase movement test based on the below criteria.

Step 3 - Assess the test results.

Step 4 - Formally communicate with the student and parent that he/she has successfully transitioned to a higher phase level.

The assessment for transition between MYP phases will be designed strictly following the first table below.

Phase	English	Chinese	English	Chinese
	Reading Comprehension Length		Writing Word-Character Length	
1	200-300	150-250	100-150	50-100
2	400-500	250-400	100-150	100-150
3	600-700	400-600	200-250	200-250
4	800-900	600-700	200-250	250-350
5	900-1000	700-850	300-400	350-400
6	1300-1500	850-1000	300-400	400-500

MYP LA Guide p.35

	Listening text length	Speaking duration
Phase 1-2	5 minutes	2-3 minutes
Phase 3-4	7 minutes	3-4 minutes
Phase 5-6	10 minutes	4-5 minutes

MYP LA Guide p.33

The assessment for transition to from Language Acquisition to Language and Literature in will be designed strictly following the table below. Students who are already able to read, analyse and respond to complex literary and non-literary texts in a given language must be placed in a studies in language and literature course for that language.

	Reading	Writing	Listening	Speaking
MYP Lang & Lit English	1500	400	10 mins	5 mins
MYP Lang & Lit Chinese	1000	500	10 mins	5 mins

DP Lang & Lit (If a student can...)	demonstrate a good understanding of the meaning and purpose of written texts, including literary texts.	write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy.	handle ideas mostly effectively with generally full interaction.	demonstrate a good understanding of the meaning and purpose of oral texts.
	recognize some subtleties of specific language use and their effects.	show reasonable ability to adapt their writing to suit the intended audience and purpose.	Exhibit some difficulties with more difficult questions.	speak mostly clearly and fluently and use a varied range of language most accurately.
		express ideas and organize work coherently.		

Guidance for studies p. 5

References

IBO (2020), Guidance for studies in language and literature and language acquisition courses

IBO (2023), Language acquisition guide (for use from September 2020/January 2021)

Updated: 2024/01