



Gyeonggi Suwon International School

Schoolwide Language Policy

Adopted 2015

Gyeonggi Suwon International School

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This Schoolwide Language Policy was approved for use by the Interim Head of School in April 2015.
GSIS Board of Trustees approval is still needed.

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INTRODUCTION

Statement of Philosophy

Language is a medium of inquiry and central to each student's intellectual, social and emotional development. Language plays an essential role in all learning areas. Regardless of specialty, all teachers at Gyeonggi Suwon International School are language teachers. Language is seen as involving: learning language, learning about language, and learning through language, and it is the major connecting element across the curriculum.

GSIS is committed to the development of multilingualism. We strongly believe that this aids in the development of intercultural awareness and open-mindedness. In a school environment where different languages could be spoken, we believe that the use of a common language is essential to ensure inclusion for all and to enhance understanding of the many different cultures represented.

Values

We recognize the complexity of language use and development within our community. Students, faculty, staff and parents share responsibility for supporting language. We strive to hold these values in balance:

- to include everyone in our school community by using a common language (English)
- to develop social and academic English for current and future studies as well as for global citizenship
- to support the use and development of mother tongue
- to create an environment for acquiring additional languages

Language of Instruction

English is the language of instruction at GSIS. In all courses other than Language Acquisition courses, students and faculty are expected to use English as the primary means of academic and social communication. Nevertheless, GSIS promotes access to other languages according to the situation or need. Teachers will be sensitive to opportunities and the need for students to develop and use other languages to deepen their understanding of subject area curriculum, including communicating with classmates in other languages.

Language Use

GSIS promotes the use of English as the primary language of communication on campus by students, faculty and staff, in both instruction and interaction. Responsible use of inclusive language should be of utmost consideration at all times, with English most often being the most inclusive language. When there is no common language among all members in a conversation, every attempt to use translation should be made so that the conversation is inclusive. Using language as a means to exclude is an inappropriate use of language.

In addition to promoting the use of English as the primary language of communication, GSIS encourages students, faculty and staff to take opportunities on and off campus to practice other languages they are developing, whether mother-tongue or additional languages.

Language Development

We understand that the mother-tongue of a child serves as the foundation on which proficiency in additional languages is built. In relation to language acquisition, we recognize these basic principles: Language has purpose and function and is acquired through meaningful use and interaction. Language and culture are interrelated; to learn language is to learn culture. Language varies and changes according to person, situation, purpose, and needs of language users. Mother-tongue language proficiency contributes to social and academic second language acquisition.

Resources for Language

The elementary and secondary libraries are keys to the success of language learning and development. Each library curates resources in a variety of languages and at different reading levels, including resources in mother-tongue languages of GSIS students when possible. The school subscribes to a variety of databases and software which enables the students to research information at various English levels.

ENGLISH LEARNERS

Admission of English Learners (ELs)

Gyeonggi Suwon International School welcomes students representing diverse languages and cultures.

We are committed to appropriately placing students in programs where they will be able to comprehend the language of instruction and additional languages to experience success. All applicants must complete all sections of the Language Survey and the Educational Background sections of the application.

Initially, all secondary applicants complete diagnostic English reading assessment, an English writing sample, and diagnostic test for Mandarin or Korean (if necessary). Students who score two or more years below grade level on the English reading comprehension assessment, or evidence a low level of English proficiency, are referred to the Language Support department for additional English language diagnostic assessment to ensure accurate placement and support.

Upon admission, all students in grades 2-10 who are identified as ELs take an English proficiency test to determine their phase of English development. Students in PreK through grade 1 are evaluated informally by the Language Support staff.

Assessment and Reporting for English Learners (ELs)

In some cases learning goals and criteria used to assess student achievement may be adapted for ELs. Narrative comments may be used for students in phases 1 or 2 to report student progress in place of numeric representation of student achievement. Any time learning goals, assessment criteria or reporting are adapted, teachers will inform the student, parents, and all faculty teaching the student.

Ongoing Placement and Support of English Learners

All identified ELs are tested annually in the spring to measure growth. The Language Support Coordinator uses these scores along with academic achievement levels and teacher consultations to

identify end-of-the-year English proficiency phase and to plan for appropriate course placement and support in the following school year.

PYP Students

Students who are in early phases of English proficiency may receive direct instruction in English language, taught by Language Support teachers. The purpose of this direct instruction is to support language development that will enable students to access the content area curriculum, specifically the PYP Units of Inquiry. Oral communication and vocabulary development are a priority. Students whose English proficiency is phase 3 or 4 may be monitored in class and given support as needed by classroom teachers and Language Support teachers.

In homeroom classrooms Language Support teachers work with classroom teachers and students to increase comprehensible input, make accommodations, and modify tasks for ELs as a means of minimizing language barriers to the content curriculum. The support is differentiated to meet the language needs of the student and the content area learning goals. Examples of accommodations include: the use of extended time, translators, dictionaries, graphic organizers, sentence frames, oral responses, or nonlinguistic representations. Examples of modifications may include shortening the length of assignments, changing the format of the assignment, or creating alternate assignments. The team of teachers work to provide learning experiences for ELs that allow them to meet the content area objectives while attending to their growing English proficiency. Teachers maximize opportunities for students to strengthen their mother tongue across the curriculum.

MYP Students

Students are enrolled in English courses according to their phase of English proficiency. English proficiency is identified by the Language Support team who uses a standardized language proficiency test, student work, observations, and interactions with students to measure the phase of development. Student proficiency is identified annually. MYP English Language Acquisition courses are offered for English learners.

All MYP students are required to study two languages concurrently. Students with early phases of English proficiency are required to study their mother tongue language if that language is offered in the curriculum (Korean). A course, entitled Language Study and providing practice in mother tongue, is available for students in early phases of English proficiency when they are not ready to begin study of an additional language other than English. It is not an MYP Language Acquisition course.

Language Support teachers work with classroom teachers and ELs to increase comprehensible input, make accommodations, and modify tasks for ELs as a means of minimizing language barriers to the content curriculum. The support is differentiated to meet the language needs of the student and the content area learning goals. Examples of accommodations include the use of extended time, translators, dictionaries, graphic organizers, sentence frames, oral responses, or nonlinguistic representations. Examples of modifications may include shortening the length of assignments, changing the format of the assignment, creating alternate assignments, or measuring achievement by alternate (Year 1 or Year 3) criteria. The team of teachers work to provide learning experiences for ELs that allow them to meet the content area objectives while

attending to their growing English proficiency. Teachers maximize opportunities for students to strengthen their mother tongue across the curriculum.

DP Students

Careful attention is given to course selection for students who are English learners, considering the manageability of the language demands in each course. Content support is available through the Language Support team upon request of the student or teachers.

LANGUAGE LEARNING

Phases of Language Development

At GSIS language proficiency is measured in phases.

- Phases 1-2 represent emergent communicators. These language students are at the earliest level of proficiency; they are learning frequently used vocabulary, phrases, and language structures in everyday and familiar situations. Frequent errors often impede understanding.
- Phases 3-4 represent capable communicators. These language students have acquired a level of proficiency that enables them to communicate in familiar and some unfamiliar situations. While they make errors in decreasing frequency, these errors do not usually interfere with understanding.
- Phases 5-6 represents proficient communicators. These language students can use language for varied and complex communication in academic and social situations. Their infrequent errors do not interfere with understanding.

(Sources: IB MYP Language Acquisition Guide for use from 2014, WIDA Can-Do Descriptors, LAS Links Proficiency Level Descriptors)

The following are the language courses offered. (A complete progression of language courses is available in the Appendix).

PYP (by grade level PreK-5)

All students receive English instruction as part of their homeroom curriculum in the PYP. The courses listed are the specialist classes.

English Language (for phases 1-2 ELs)

Korean Language A

Korean Language B

MYP Language and Literature (by grade level 6-10)

English Language and Literature

Korean Language and Literature

MYP Language Acquisition (by proficiency level)

English Language Acquisition 1, 2, 3a, 3b, 4a, 4b

Mandarin Language Acquisition 1, 2, 3a, 3b, 4a, 4b, 5

Spanish Language Acquisition 1, 1HS, 2, 2HS, 3a, 3b, 4a

Korean Language Acquisition 2, 3a, 3b, 4a, 4b, 5

DP Group 1 Language A

English Literature SL/HL

English Language and Literature SL/HL

Korean Language and Literature SL/HL

School Supported Self-Taught Mother-Tongue SL

DP Group 2 Language Acquisition

Spanish Ab Initio

Spanish Language B SL/HL

Mandarin Ab Initio

Mandarin Language B SL/HL

English Language B HL

Korean Language B SL/HL

EXPECTATIONS FOR THE COMMUNITY

Expectations for Students

- Promote inclusion when using language as outlined above in 'Language of Instruction and Language Use'.
- Demonstrate respect and understanding for the variety of languages and backgrounds represented in each situation: social and academic.
- Exercise and develop all the languages they know and are learning.

Expectations for Administrators

- Promote inclusion when using language.
- Promote the benefits of the maintenance of students' mother tongues.
- Promote the benefits of multilingualism.
- Share responsibility for oversight, implementation, and revision of the Language Policy.
- Provide professional development opportunities and professional feedback to support language development across the curriculum.
- Promote communication with parents concerning students' language development.
- Promote co-curricular activities that encourage the use and development of languages.
- Ensure that student expectations are being met (see "Expectations for Students").

Expectations for Language Support Teachers

- Promote inclusion when using language.
- Work with administrators and faculty to enhance the language program across the curriculum.
- Support professional development of language across the curriculum
- Promote effective language teaching and assessment practices.
- Communicate with parents regarding language issues and the school's language program.
- Assess English Learners and report English proficiency levels to parents, students, teachers, and administration.

Expectations for Faculty

- Promote inclusion when using language.
- Develop professional knowledge and skills to support language learners.
- Make content instruction comprehensible.
- Select resources that are linguistically accessible and culturally inclusive.
- Create varied and frequent opportunities for content conversations.
- Give meaningful feedback to students on their content-related language use, content knowledge and skill development.
- Hold high linguistic and academic expectations for all students.
- Integrate appropriate technology that enhances language development.

Expectations for Administrative Staff

- The administrative staff (administrative assistants, teaching assistants, library and tech office assistants) plays an important role in modeling the use of English as the language of common communication on campus. They are expected to:
- Promote inclusion when using language.
- Use English as the primary language of communication.
- Facilitate communication with parents, visitors and contracted staff whose first language may not be English.
- Facilitate communication with students who are ELs.

Expectations for Parents

- Promote the advantages of multilingualism.
- Maintain mother tongue literacy skills outside of school.
- Encourage and support the student's additional languages.
- Communicate with the school regarding concerns or questions about language development or use.
- Explore opportunities for the student to use their language in authentic situations.

POLICY MAINTENANCE AND REVIEW

Data

The following data informs decisions related to this policy:

- International Schools Assessment (ISA testing results)
- LAS Links testing results
- Elementary Beginning of Year and End of Year assessments
- SAT and PSAT results
- demographic data (enrollment, mother tongue, etc.)
- Diploma Program (DP) test results
- Internal assessment results
- Budgets
- Stakeholder surveys

Communicating the Policy

This policy will be communicated through the following venues.

- Parent Handbook

- GSIS website: www.gsis.sc.kr
- Secondary Hub
- GSIS Go page for student access (“student version” of the policy with the portions that apply to them)
- Annual teacher orientation
- GSIS Staff Share
- Schoology resources

Review Procedures

- The policy will be reviewed annually to align with any program changes.
- Stakeholders will complete annual surveys to rate satisfaction with the policy.
- The policy will have a major review by the Review Committee the first semester of the year before WASC/IB visits.
- The Review Committee will submit recommendations to the BOT academic subcommittee for official approval.

Review Committee (proposed members)

- 2 students each from ES, LSS, USS
- 2 parents each from ES, LSS, USS
- 2 Elementary teachers including at least one language acquisition teacher
- 4 Secondary teachers including at least one language acquisition teacher
- 3 IB Program Coordinators
- 1 BOT member
- Language Support Coordinator
- Principle or Asst. Principle; 1 from each division

APPENDICES

Description of Terms

Common Language A common language is any language that is shared among a group of people. At GSIS, our most common language is English; however, in any smaller group the common language may be Korean, Japanese, Spanish, Chinese, etc. In a language inclusive community each communicator is responsible to identify a common language among the people present in a situation and use that language.

English Learners English learners (ELs) is the term we use at GSIS to describe students who are not yet proficient in English.

Mother Tongue the language that a child is exposed to from birth. This is often the language of the family and/or the surrounding community. One's mother tongue may or may not be their strongest language.

Course Progression

MYP Language Acquisition Courses

Students are placed in MYP Language Acquisition courses according to their proficiency in the language. Satisfactory completion of the previous course or evidence of language proficiency is required for enrolling in any MYP Language Acquisition course other than a phase 1 course.

Spanish

IB MYP Spanish 1 or IB MYP Spanish 1HS¹
IB MYP Spanish 2 or IB MYP Spanish 2HS
IB MYP Spanish 3a
IB MYP Spanish 3b
IB MYP Spanish 4

Mandarin

IB MYP Mandarin 1
IB MYP Mandarin 2²
IB MYP Mandarin 3a
IB MYP Mandarin 3b
IB MYP Mandarin 4a
IB MYP Mandarin 4b³
IB MYP Mandarin 5⁴

Korean

IB MYP Korean 2⁵
IB MYP Korean 3a
IB MYP Korean 3b
IB MYP Korean 4a
IB MYP Korean 4b
IB MYP Korean 5⁶

English

IB MYP English 1⁷
IB MYP English 2
IB MYP English 3a
IB MYP English 3b
IB MYP English 4a⁸
IB MYP English 4b⁹

DP Language Courses

Requirements:

- Students who study MYP English Language and Literature are required to take a Language A course in the DP. The same is true for students who study MYP Korean Language and Literature.

- Within a particular language, a student may not move directly from an MYP Language Acquisition course to a DP Language A course without having taken MYP Language and Literature.
- Enrollment in DP courses is subject to teacher recommendation.

The following is the guideline from the MYP Language Acquisition Guide (6):

	MYP	DP
Phase 1		Ab initio
Phase 2		Ab initio (in rare cases) Language B SL
Phase 3		Language B SL
Phase 4		Language B SL/HL
Phase 5		Language B SL/HL
Phase 5	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL Language A: language and literature SL Literature and performance SL
Phase 6	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

Table 1
Possible IB continuum pathways

Recommendations for Future Consideration

1. Develop strategies for incorporating mother tongues and local languages into the classroom.
2. Clearly describe in the language policy the processes for collecting the feedback, evaluation and evidence that will inform revisions of the language policy.
3. Create guidelines for a minimum amount of professional development related to the language policy for all teachers and staff, which incorporates IB language policy documents.
4. Develop guidelines for disseminating the language policy throughout the school to ensure that teachers, staff and students are aware of and familiar with the policy.
5. Develop buy-in among teachers, staff and students as well as school-wide accountability for the success of the language policy.
6. Develop a plan to promote positive climate for inclusion and language development.
7. Develop an ongoing implementation committee made up of representatives from all stakeholders (could be the same as above) to be in ongoing dialogue, making this a living and dynamic document.



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