



**TUNG DER HIGH SCHOOL**

**DIPLOMA PROGRAMME**

**Language Policy**

The first edition in March, 2024

## **Mission Statement**

Our mission at Tung Der High School is to empower students to become compassionate lifelong learners who will positively commit to becoming global citizens.

We dedicatedly strive to nurture inquiring minds, develop critical thinking skills and intercultural understanding, and most importantly foster a sense of responsibility towards our world. Over and above, we encourage students to always seek to be knowledgeable and humble individuals.

Consistently developing and implementing a balanced academic curriculum, we aim to cultivate a reflective and communicative learning environment for students and educators in our school.

## **The school language philosophy**

At Tung Der High School (TDHS), we believe that language is fundamental to thinking, communicating, and learning. It is necessary not only to learn language, but also learn about language and through language. We believe that learning best takes place in authentic contexts, including a study of literature, and language plays a special role in enabling this to happen. The strands of oral, written and visual communication are learned throughout the curriculum, and hence all teachers are teachers of language.

Language is fundamental at the heart of all student learning as it is a basic tool of inquiry, communication and understanding. Language is acquired over time and is the fundamental glue that holds the curriculum together. We are aware that language is critical in developing and maintaining cultural identity and learning about the culture of others. We embrace a diverse student population with different backgrounds and culture, hence the school has decided to use English as our inclusive language.

The policy reflects the school's language philosophy which places language development as the focal point of the school's educational activity. It is also featured in the school's mission statement. The development of a student's mother tongue is essential for cognitive development and the maintenance of cultural identity. Mother tongue language, and any other language used in constructing meaning, is intimately connected to a student's relationship with the world and how they feel about the world. We believe that bilingual learning is constructing cognitive understanding in two languages, using a student's mother tongue to support understanding in an additional language.

At Tung Der High School (TDHS), we believe that the acquisition of language is a dynamic, life-long process that supports all learning. Through meaningful interactions and experiences we communicate with and understand others within our local and global communities to develop intercultural awareness. Tung Der High School (TDHS) provides a bilingual learning environment that furthers intellectual and personal growth, enhances language development, and promotes internationalism.

## Glossary

The terms used in this document, and in the accompanying practices, are defined as:

**Additive bilingualism:** where another language and culture does not replace but builds upon the student's mother tongue

**ALL:** Additional Language Learning

**Authentic context:** applying language to a realistic situation connected to a student's experience

**Basic interpersonal skills (BICS):** the dimension of language, including contextual cues, gestures and facial expressions, which will enable a child to interact socially with teachers and peers

**Bilingualism:** the ability to write or speak competently in two languages, with an understanding of cognitive development and a respect of cultural values

**CAL:** Chinese as an Additional Language

**Cognitive academic language proficiency (CALP):** the ability to access language in academic texts

**Constructivism:** constructing our own understanding of the world we live in by reflecting on our experiences

**Differentiation:** is the adjustment of the teaching process according to the learning needs of the students

**Dual language programme:** the system in which some subjects are taught in one language whilst other subjects are taught in a different language

**EAL:** English as an Additional Language

**Host country language:** the use of Mandarin Chinese as the official language in Taiwan

**Internationalism:** an understanding of, and respect for, other cultures and beliefs

**Language A:** (International Baccalaureate Diploma Programme) a literature course which is studied in the 'first language' of a student or the language in which the student is most competent

**Language B:** (International Baccalaureate Diploma Programme) a language learning course for students with some previous experience of learning the target language

**Language Ab Initio:** (International Baccalaureate Diploma Programme) a language learning course for students who have no experience of learning the target language

**Literacy:** the ability to read, write, listen, speak, view and present in a chosen language Literature: books, plays, poems, articles that have value

**Mother tongue:** the language that a person feels most comfortable using and is most competent in, the dominant language

**Optimal development:** the cognitive, emotional, and educational development of children

**OAL:** Other Additional Language

**Scaffolding:** the assistance given that allows the student to successfully perform a task that he or she could not have accomplished otherwise (e.g. use of the mother tongue to complete a research task, graphic organizers, demonstrations, visual aids, dramatization)

**Subtractive bilingualism:** where another language and culture demotes or replaces the student's mother tongue

**Zone of proximal development:** the gap between what a learner has already mastered (the actual level of development) and what he or she can achieve when provided with educational support (potential development)

## Guiding Principles

- *Language learning at TDHS will reflect the policies of the Ministry of Education and the International Baccalaureate.*

Diploma programme in the school will promote the Tung Der High School Language Policy. Philosophy and the Guiding Principles of the Language Policy within their specific practices.

There may be some differences in specific practices in the three departments of the school in line with the requirements of the curriculum of each department as expected by the Ministry of Education and the International Baccalaureate

- *All teachers are teachers of language.*

All TDHS teachers are language teachers. They understand that language instruction is an integral part of teaching in all subject areas and at all grade levels. They teach language for learning by acquiring understanding of the processes of language learning, integrating language instruction with content instruction, differentiating teaching and learning strategies to meet individual students' language for learning needs and by collaborating with colleagues in the implementation of effective language for learning strategies.

In practice this means that teachers use strategies such as the following:

- Model different reading and writing strategies and effective language use
- Demonstrate how to speak and listen effectively in various situations
- Foster a variety of communication opportunities and types
- Teach vocabulary and language skills related to their subject
- Assist students to understand and follow instructions
- Plan and use language in a variety of contexts
- Emphasize communication of ideas
- Use positive reinforcement and comments to encourage students
- Allow for a wide range of language competencies and development
- Provide hands-on activities with related language activities
- Create bilingual notes, PowerPoints and wall displays
- Use student partners to assist language development
- Use collaborative activities
- Allow use of electronic translators and other translation tools
- Use concept mapping and brainstorming techniques
- Use prewriting activities
- Encourage students to write sentences in their own words
- Encourage students to use English and Chinese in various group activities
- Provide opportunities for oral presentations on a regular basis
- Use a variety of writing modes/styles: Research, Comparative, Poem, Narrative, and

## Report

- Use a variety of reading resources: Novel, Magazine, Newspaper, and Non-fiction
  - Provide opportunities for students to proof read other students work
  - Accept more than one style of English in student work
  - Have an awareness of alternative language structures within English and Chinese
  - Create a risk-free environment to foster a variety of means of communication.
  - Encourage students to demonstrate open dialogue in all interactions to understand the world through different lenses in specific disciplines.
  - Assist students to follow directions within and across disciplines.
  - Encourage a willingness to take language risks in different group settings by having students use, experiment with, and learn language.
  - Offer ample opportunity for oral reading, oral presentations, role plays, and songs
  - Offer ample opportunity for discussions, debate, and the expression of different viewpoints
  - Provide opportunities for students to make choices with language activities and to improve through practice
  - Use technology in language learning
  - Use a range of teaching resources including audio and video tapes, games and artifacts
  - Keep records of student discussions
  - Display student and teacher questions
  - Involve students in assessing their own language development through portfolios, rubrics, self reflections and conferencing, to encourage self assessment
  - Encourage students to use the writing process, including drafting, editing and sharing work with others as a means to reflect upon and develop ideas
  - Make available Chinese and English on-line dictionaries such as yahoo.com.tw
  - Make connections between Chinese and English vocabulary
  - Provide pictures and experiences first, then introduce the associated language
  - Use appropriate language in theme based groups
  - Model language for expression in speaking, writing and reading
  - Acknowledge gender issues in language learning
  - Evaluate language skills of students in their class
  - Adapt classroom and lesson materials for EAL learners
- ***All members of the school community are learners of language.***

All members of the TDHS community, teachers, students, staff, and parents are encouraged to develop at least a functional level of bilingualism.

In practice this means:

- TDHS teachers involve parents in the linguistic and academic development of their children and encourage them to learn language with their children.

- Teachers are encouraged to learn key vocabulary in both Chinese and English that will assist communication in the classroom and within the school community.
  - All members of the community recognize that language learning is a lifelong process
  - All Students, teachers, staff and parents are encouraged to reflect upon language learning.
  - The school will provide language learning opportunities, such as access to language software or language classes, where appropriate.
- ***Language development programmes will be devised using the constructivist theories developed by Vygotsky. Teachers will assist students to scaffold their learning and will work within the students' 'Zone of Proximal Development'.***

TDHS firmly believes in Vygostksy's constructivist theory and encourages teachers to use scaffolding to help guide students from what they can already accomplish towards what they may not be able to do independently, until they are able to do so by themselves. This strategy will scaffold any student's learning through their ZPD (Zone of Proximal Development) towards the acquisition of a second or third language.

In practice this means:

- Teaching and learning builds on students prior knowledge
- Lessons are designed to assist students to construct meaning for themselves
- Mother tongue languages will be used to support the learning of an additional language.
- Allowing students to access books at their own level and track their own reading progress.

## Meeting the Needs of the TDHS Community

The study of at least two languages will occur at all levels of the school, to promote additive bilingualism. A student's language ability is considered when students enroll at TDHS and will contribute to class placement. The Administration informs the wider school community about the school's policies and practices regarding language learning and language for learning.

- ***All students will study the official host country language, Mandarin Chinese.***

In practice this means:

- When speaking, reading or writing in Chinese, we use Mandarin, and when writing we use the traditional Chinese characters that are standard in our host country, Taiwan.
- In the Diploma Programme:
  - All students attend Chinese language classes
  - Language Acquisition classes are provided for students whose language level is not yet at grade level.
  - A range of Chinese language courses are offered in the Diploma Programme
    - Language A : Chinese Literature HL and SL
    - Language A : Chinese Language and Literature HL and SL
    - Language Acquisition : Chinese B HL and SL
    - Language Acquisition : Chinese Ab Initio

- ***All students will study English as an additional language, or as a mother tongue language.***

In practice this means:

- All students study English
- A range of English classes are offered at all levels, grade 7 - 12.
  - Grade 7- 10 : the following classes, or a combination of classes will be offered, depend on the language learning needs of the cohort:
    - English A
    - English B Advanced
    - English B Standard
  - In the Diploma Programme
    - Language classes are based on ability in this language.
    - Grade 11 - 12, the following classes will be offered
      - Language A : English Literature HL and SL
      - Language A : English Language and Literature HL and SL
      - Language Acquisition : English B HL and SL

- ***A student's language ability in both the host country language, and English, will contribute to their placement decisions.***



TDHS does not discriminate in admissions with regard to race, gender, ethnic origin, or religion. The decision to admit a student is based solely on an assessment of the student's ability to benefit both from the school's academic programme and also from the student life environment, which emphasizes care for the person, development of self-discipline, and responsibility to the community.

Where English language ability will impact upon the students' ability to participate in the curriculum, TDHS uses formal and standardized English language proficiency assessments to inform placement decisions. Test results will be only one factor in determine a student's acceptance to the school and/or to a specific programme.

Where Chinese language ability will impact upon the students' ability to participate in the curriculum, TDHS uses formal and standardized Chinese language proficiency assessments to inform placement decisions. Test results will be only one factor in determine a student's acceptance to the school and/or to a specific programme.

In practice this means:

- Placement to a programme will depend upon the results of standardized test, previous school records and an interview.
- School based literacy test, in Chinese and English, are used to determine a student's language ability.
- Students seeking admission will be interviewed in English.
- Students will be placed into homeroom classes to create gender, cultural and linguistic diversity and balance between classes proficiencies and the provision of appropriate academic challenges will all be considered in placement decisions.
- Parents may request placement for their children, however, the responsibility for placement decisions remain with the administration of the school.
- In the Diploma Programme:  
Students must have a functional level of English to gain admission.  
Students must have school-based literacy test in Chinese and English to determine their language ability.  
**The placement of students in language classes are guided by language pathways (see the Appendix A, B, C and D )**

- *Multilingualism, using additive bilingualism strategies, will be encouraged and supported in the school.*

English and Chinese are the mediums of instruction at TDHS. In consequence, students use and develop their listening, speaking, reading and writing skills in both languages as they study at Tung Der High School (TDHS).

It is understood that some students have mother tongues other than English and Chinese and that these students will be developing trilingual or multilingual abilities. TDHS supports the notion that multilingualism is a fact in our school, a right for many students and families, and a resource that assists language learning in all languages.

In practice this means that teachers use strategies such as the following:

- The curriculum provides the opportunity for personal choice and uninterrupted time for exploring multiple systems of communication across all disciplines.
- There will be opportunities for students to use both languages for making personal connections.
- Teachers will plan effective, relevant and significant engagements to improve proficiency in both languages.
- Students learn through language, building upon their prior knowledge, as they discuss ideas and reflect on their learning.
- Students will learn about language as they explore how language functions and the conventions that support communication, and the similarities and differences between English and Chinese.
- Peer tutoring and peer supported language learning are encouraged in class.
- The use of translators and/or bilingual English/mother tongue dictionaries will be encouraged in class.
- Simple translation dictionaries will be available for use during IB DP assessment guidelines.
- Parents will be encouraged to communicate with their children in multiple languages.
- Grammar and phonics (Chinese and English) will be used to develop and support language learning in both languages.
- Teachers and other community members will display posters and labels that reflect the different languages in TDHS.
- The use of books, tapes and videos in different languages.
- The use of a variety of print and digital media in different languages.
- Reading bilingual versions of well-known stories.
- Reading stories written in different languages to value the variety of languages spoken.
- Connections will be made between languages, in language classes as well as in the homeroom and subject classes.
- United Nations Day and other international celebrations provide an opportunity to recognize and learn about different languages and cultures.
- Global issues will be explored.
- Assemblies, ceremonies and other school events will be conducted bilingually.
- English and Chinese will both be used when developing vocabulary.
- The creation of Chinese-English glossaries related to concepts being taught.
- Teachers explore bilingual vocabulary with students.
- Peer correction, translation and interpretation will be encouraged.

- Full translation of texts used in research, literature, and poetry analysis will be made available to students, where possible.
- The sharing of points of view on language development from a cultural perspective.
- Bilingual signage throughout the school.
- ***Language development will occur in authentic settings, which includes the study of literature.***

In practice this means:

- Language learning will occur in context. While skill based lessons, such as vocabulary and grammar exercises are valuable learning tools, the majority of language learning will occur through authentic use of the language to perform its primary function of communication.
- Literature provides an authentic context for learning the power and beauty of a language. Consequently, all language classes will involve a study of literature.
- ***School documents will be bilingual: Chinese and English.***

Documents requiring action will be available in the languages of those community members required to respond to the content of the document. Documents requiring awareness of the content will appear in their original language with a summary written in the alternative language.

In practice this means:

- Documents that require host country staff member response will appear in Mandarin Chinese.
- Documents that require overseas staff member response will appear in English.
- Documents that require both overseas and host country staff member response will be bilingual.
- Documents that require host country staff member awareness and which are written in English shall be summarized in Chinese.
- Documents that require overseas staff member awareness and which are written in Chinese shall be summarized in English.
- Documents that require parent response will be bilingual.
- Documents that require student response will be in the language of instruction of the programme.
- Parents will have access to the ManageBac. Where possible, bilingual content will be provided.
- The facility to navigate ManageBac in Chinese will be promoted.
- ***Short term intensive language programme may be used to enable students to gain access to the curriculum. Such programmes will be flexible and responsive to the needs of individual students.***

In practice this means:

- While language learning takes place best in the classroom where students benefit from peer supported learning, on occasion it may be necessary to organize a pull out or intensive language programme to meet the specific language learning need of a student.
- Pull out programme will be short term and will be planned in consultation with the classroom teachers.
- Pull out programme should aim to return the student to the mainstream class at the earliest possible opportunity.

- ***TDHS promotes the learning of Additional languages.***

In practice this means:

- Introductory language courses may be offered during CAS activities for the students in the Diploma Programme.
- School Supported Self Taught Languages will be available to Diploma students if it is necessary.
- The additional languages offerings are subject to annual review by the Administration, in consultation with relevant faculty.

- ***Tung Der High School uses standardized testing to monitor student English language development progress.***

When the students choose to study the Diploma Programme, most subjects require English reading and writing skills to help understand the subject content. However, English learning status will be one of the key factors affecting students' academic achievement. Therefore, students' English learning progress needs to be tested annually in a standardized manner, establishing data profiles to understand their strengths and weaknesses in English learning

In practice this means:

- All students in grade 7 – 9 will be encouraged to take participate in appropriate English proficiency assessment exams every semester.
- The TOEFL/IELTS are encouraged for grade 10-12 students to be the preparation for the application of universities.

## Mother Tongue Language Development

TDHS acknowledges the critical role that the maintenance and development of language and literacy skills in mother tongues play with regard to the facilitation of second language learning, the development of additive bilingualism, continuous cognitive development, increasing intercultural awareness and understanding and supporting students in remaining connected to the language, literature, culture and community and educational system of their home country (p12, *IBO Second Language and Mother- tongue Development, January 2004*).

- ***Support will be given for mother tongue language development in all languages.***

In practice this means:

- The school will provide mother tongue classes where there is a demand for such classes, and resources are available
- Students will be able to study School Supported Self Taught Languages in the Diploma Programme
- For students taking a School Supported Self Taught Language, the school will appoint an TDHS teacher to assist the student with their understanding of the demands of the course. Where possible, the school will arrange a language specific tutor for the student, preferably a tutor with IB Language A experience.

Where mother tongue classes are not available, teachers will use strategies to promote mother tongue development such as:

- The establishment and use of clear expectation and procedure for the guided use of mother tongue in classroom.
- The provision and circulation to parents and students of information related to the promotion of mother tongue.
- Encouraging and facilitating parent initiated mother tongue classes within the school premises.
- Recognizing and celebrating various mother tongue within the school.
- Purchasing mother tongue resources for classrooms and the library, where such resources exist and there is a significant student population to warrant the purchase of such resources.
- Encouraging students and students to use mother tongues classes outside of the school (such as language academies) rather than additional English classes.
- Displaying posters and labels that reflect the different languages in our school.
- The use of books, tapes and videos in different languages, including bilingual versions of texts.
- Reading culturally oriented stories in order to value the variety of language spoken.
- Marking connections between languages in foreign language classes as well as in the homeroom and subject classes.

- Using United Nations Day and international celebrations to recognize and learn about different languages.
  - Using Taiwanese and Chinese Cultural Days to recognize and learn about different Taiwanese community languages.
  - Showing respect and interest towards mother tongue.
  - Encouraging parents to keep using mother tongue at home.
  - The use of the Library to promote an understanding of the variety of other languages around the world.
- ***Language resources will be provided for the mother tongue languages of all students enrolled at the school, including Taiwanese community languages where available.***

In practice this means:

- The use of library facilities, such as World Book, to grant students access to material in their mother tongue
- Using internet resources such as mother tongue websites and web page translators
- Encouraging community members to support the learning of the mother tongue languages
- Planned purchasing of mother tongue resources where print or other resources exist for that language.

## Planning for Language Learning

Tung Der High School (TDHS) recognizes that effective language learning occurs best following collaborative planning of teaching and learning activities. The various strands of language and the development of language skills will be explicitly discussed during the collaborative planning process.

In practice this means:

- TDHS provides a curriculum model with common standards, benchmarks of achievement and criteria for all students.
- TDHS assessments and following progress reports demonstrate current achievement as reflected by student performance on various activities and tasks.
- An understanding that the assessment of the student performance in English may not be reflective of a student's ability to perform or achieve in their mother tongue.
- An understanding that the assessment of the student performance in Chinese may not be reflective of a student's ability to perform or achieve in their mother tongue.

- ***Aspects of language development will be incorporated into unit planning.***

In practice this means:

- Language development will be most effective when learning activities are planned and delivered in the classroom
- Language development will be incorporated within the teaching and learning activities described in the unit planner.
- A dynamic class structure is provided. Activities will be organized that give students the opportunity to communicate in a variety of forms, and work with others who have a variety of language abilities.
- A variety of materials and resources will be chosen for classroom use to allow access to the curriculum for all students.

- ***Language learning will be structured to assist students to experience success. This requires differentiated learning experiences and assessment tasks.***

In practice this means:

- Activities are designed at multiple levels in order to provide for the range of language abilities in their class.
- Tiered activities will be provided in order to allow students to access the curriculum at different levels.
- Assisting students to set individual language goals.
- Using portfolios, rubrics, self reflections and conferences to encourage self assessment
- Using the writing process, including drafting, editing and sharing work with others, as a means to reflect upon and refine ideas.

- Involving students in designing assessment criteria to analyze their work.
  - Differentiating in the tasks set, to include specific goals for individual students.
  - Differentiation in the support provided and the type and amount of feedback given to students
  - Using different grouping strategies to suit different abilities and learning styles
- ***EAL support will be provided for students in all grades.***

In practice this means:

- Students will be placed in language classes that will challenge their language learning, while remaining achievable.
  - Flexible language groupings will be used within the classroom, based on ability level, to develop specific aspects of language and to meet the requirements and expectations of a given task.
  - Night classes are available to support EAL students in their development of language.
  - Bilingual Chinese language teachers are expected to provide English support for EAL learners
- ***CAL support will be provided, when needed.***

In practice this means:

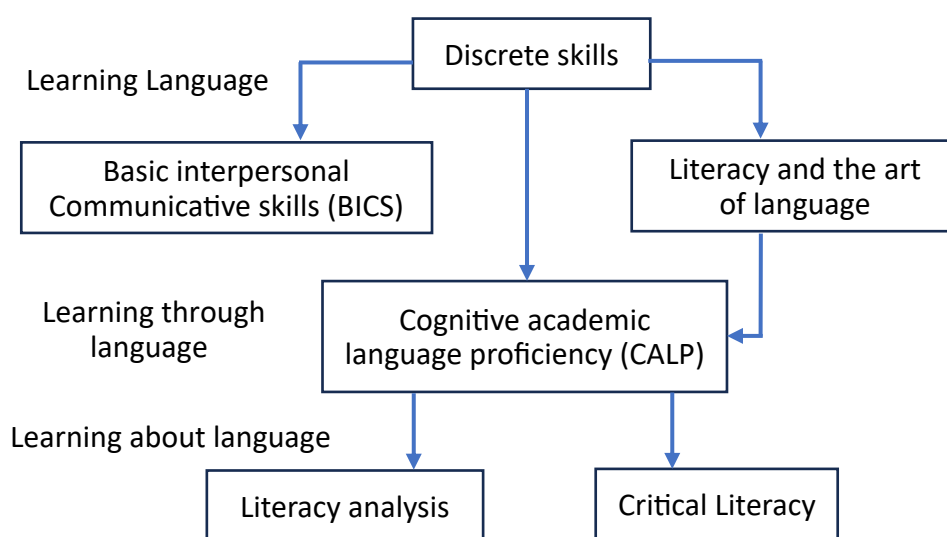
- CAL support teachers will be timetabled for pull out and/or in class support as appropriate
- Flexible language groupings will be used within the classroom, based on ability level, to develop specific aspects of language and to meet the requirements and expectations of a given task.
- Bilingual Chinese language teachers are expected to provide Chinese support for CAL learners.



## Language for Successful Communication

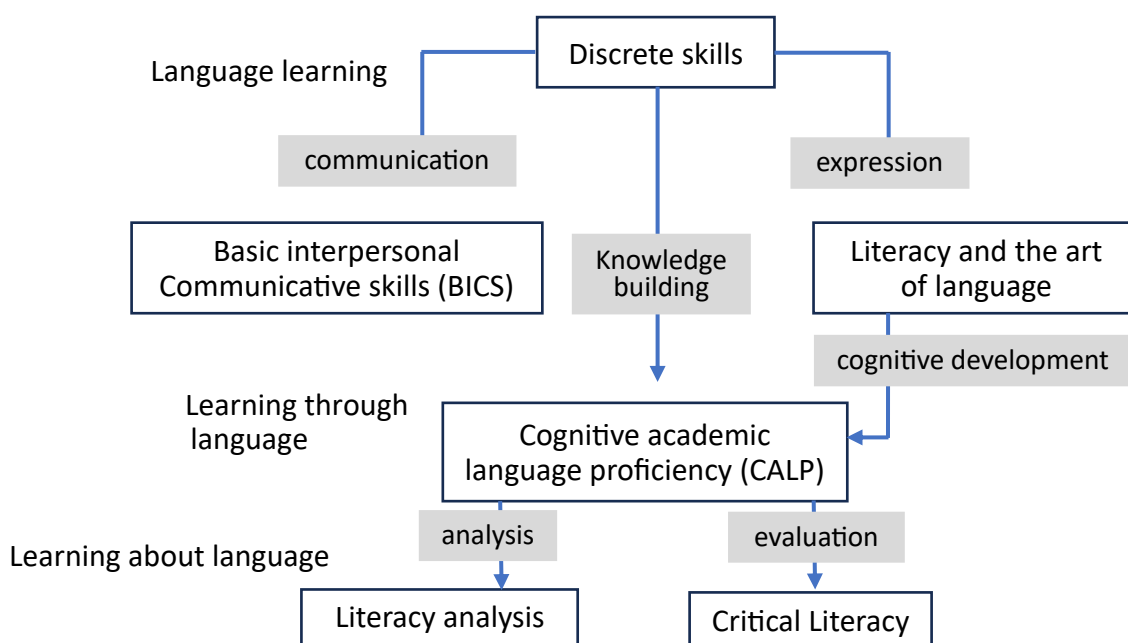
Students will be given the opportunity to develop their language skills as critical thinkers, making connections and responding to tensions and issues they encounter. Teachers will evaluate what skills students have and what they need in order to become more proficient independent learners and communicators.

- Learning language focus – the development of discrete skills, BICS, and literacy and the art of language
- Learning through language focus – development of CALP
- Learning about language focus – development of literary analysis and critical literacy skills



(Language and learning in IB programmes, 2014, p25)

*Learning about language*



(Language and learning in IB programmes, 2014, p27)

*The role of language across the domains*

- ***Students are supported to link language development and critical thinking skills.***

In practice this means:

- Language development activities provides opportunities for critical thinking.
- Students will reflect on their learning through critical self-reflections and self-evaluations.
- Teachers will encourage the development of critical thinking skills such as: debating, active listening, and thoughtful writing.
- Providing opportunities for students to collaboratively develop concepts through discussion.
- Students may use their mother tongue to develop conceptual understanding, or when reflecting on their learning, and then communicate their ideas in one of the languages of instruction.
- Theory of Knowledge classes in the Diploma will be taught bilingually and students will be able to enroll for assessment in either language.

- ***The social language of the school will be the inclusive language, the language that is understood by all members of the group.***

TDHS defines social language as that used for basic interpersonal communication at school or school-related functions. This includes language used, for example, in the cafeteria and the playground, on field trips and during after-school activities and sporting events. By setting unified standards of social language, we provide a supportive environment which has a positive impact on the students' response to new language.

In practice this means

- The social language of the school will be the inclusive language, the language that is understood by all members of the group.
- The use of a common language is inclusive, and allows members of linguistic minority groups the same access to relationships and community as members of linguistic majority groups.
- Students who are early in their English and/or Chinese language development may require additional support from their peers during language based social interaction.
- All interpersonal interactions should reflect high standards of courtesy and respect and for host county and international cultures.
- Recognizing that a social atmosphere grounded in respectful and courteous language, coupled with an awareness of culturally diverse forms of expression, is essential to building a positive environment for student learning.
- Written communications, whether electronic or print, will reflect the same high standards of courtesy, respect, clarity of expression and use of conventions. Written communications form a permanent record, and are written with that expectation.
- The correct use of language in social and academic settings.

- *An understanding of culture is an essential element in the learning of language.*

In practice this means:

- Understanding the cultural background of the learner and the ways in which this can influence their language development.
- Promoting an understanding of the cultures related to the languages taught, and spoken, at TDHS.

- *All students are encouraged to read widely and often.*

In practice this means:

- Students are actively involved in selecting their own reading materials for pleasure and research purposes, in addition to the books they are guided to read to support the development of their reading skills.
- The use of on-line reading programmes to encourage students to develop reading skills at own pace.
- Opportunities for parents to purchase texts through the school, particularly texts in English, are provided.
- Students are given opportunities to attend the Library during class time.
- Newspapers and magazines will be available to develop the students' awareness of current events.

## Professional Development

- *Professional development for all teachers to increase their skills in language teaching and learning will be offered by the school.*

The TDHS administration recognizes the importance of professional development for all staff in the area of language and learning.

In practice this means:

- All teachers are language teachers and therefore opportunities are available for regular training and retraining in this area of the curriculum, through participation in Professional Development workshops within the school or in the wider community.
- Reviewing language for learning teaching strategies will be an integral part of the curriculum review cycle.
- Monitoring and providing feedback on effective language for learning in the classroom will be part of the teacher appraisal process.

## The TDHS Library and Resource Centers support language learning

The TDHS Library and Resource Center aims to help create a bilingual learning environment and to nurture the concept of additive bilingualism.

In practice this means:

- Offering an accessible collection of literature, reference materials, and other text-based resources in both English and Chinese, with an equal distribution between the two languages in terms of amount, quality, and content.
  - Offering an accessible collection of audiovisual materials, computer software, and other electronic resources, the large majority of which are accessible in both English and Chinese.
  - Making paper and electronic translation tools available to all language learners.
  - Actively seeking to add useful and relevant bilingual resources to the Library and Resource Center.
  - Ensuring that the Library and Resource Center is sufficiently staffed so that librarians or support personnel are available throughout the school day to aide members of the school community to access information in both English and Chinese.
  - Creating bilingual signs, labels, and displays for the Library and Resource Center to promote literacy and to assist community members.
  - Resourcing students and enabling access to information through the teaching of information literacy.
- ***Tung Der High School Library and Resource Center aim to support students' learning of languages other than English or Chinese.***

In practice this means:

- Ensuring a systematic broadening of resources and literary collections in languages other than the languages of instruction.
- Advocating an appreciation for, and understanding of, the wide variety of languages around the world through organizing language specific sections and displays which promote multi-lingual literature.
- Resourcing Self Taught and Ab Initio languages with materials in addition to textbooks, such as computer software and reference books.
- Providing reference materials, print and electronic, in Chinese, English, and other languages.
- Supporting students to use their mother tongue by encouraging the use of books in their own language for research purposes, and to reinforce their learning.
- The provision of resources such as picture dictionaries, bilingual dictionaries, literature in various languages, in addition to translations of literature from a variety of languages.
- Facilitating links to on-line translation programs.

## Language Resources

Tung Der High School is committed to developing resources to support language and learning within and across the school- wide curriculum.

### ● *Personnel Resources*

In practice this means:

- Specialist teachers of English language are employed to support the language and learning needs of all students in the school.
- Specialist teachers of Chinese language are employed to support the language and learning needs of all students in the school.
- CAL and EAL teachers are employed to support classroom teachers in their preparation and delivery of the curriculum and school program
- Bilingual staff are employed to provide language support and translation services within and beyond the classroom when needed, and with parents.
- Bilingual Librarians and/or resource staff assist community members to gain access to information

### ● *Material Resources*

In practice this means that the library collection includes:

- Print materials including course texts, literary texts, leveled readers, dictionaries, thesaurus', encyclopedias, reference books, fiction and non-fiction texts.
- Resources supporting the bilingual programme of interaction and subjects,
- Resources supporting Diploma courses,
- Resources supporting the Taiwanese Ministry of Education Secondary School Programs.
- Parallel mother tongue-texts, where available.
- Multi-media resources.
- Professional Library.
- Parent education resources.
- Standardized testing materials.

### ● *Facilities*

In practice this means:

- The library is designed to meet the different study and research needs of Tung Der High School students with both individual and group learning areas.
- The library is designed to promote active learning and casual reading through an inviting atmosphere.
- Technology resources including Computer Desktop, Smart televisions in most classrooms and class sets of iPads.

- *Access to Language and Learning Resource*

The school enables students, staff and parents to access materials in English, Chinese and other languages.

## **Review Cycle**

Tung Der High School Language Policy was most recently updated on 10 March 2024.

Review of this policy is expected on a 3-year cycle, or earlier if major changes occur in Tung Der High School or IB language courses.

Tung Der High School Language Policy will be distributed to parents electronically and by paper.

The Policy will be distributed to all teachers at the start of each school year.

The School Administration and Programme Coordinators, with the cooperation of language teachers, will undertake yearly reflection on the implementation and effectiveness of the Language Policy.

## **References used in the development and revision of this policy:**

Guidance for the support of mother tongue in the Diploma Programme, International Baccalaureate, October 2009, June 2010, February 2011 and February 2014

Guidelines for developing a school language policy, International Baccalaureate, April 2008

Guidelines for school self-reflection on its language policy, International Baccalaureate, 2012

Learning in a language other than mother tongue in IB programmes, April 2008 Language and learning in IB programmes, International Baccalaureate, August 2014

Diploma Programme: From principles into practice, International Baccalaureate, April 2015

Programmes implementation in languages other than IB working languages, International Baccalaureate, April 2023

## **Review Cycle**

This policy will be reviewed every two years.

The next review is to be conducted in March of 2026.



Appendix A

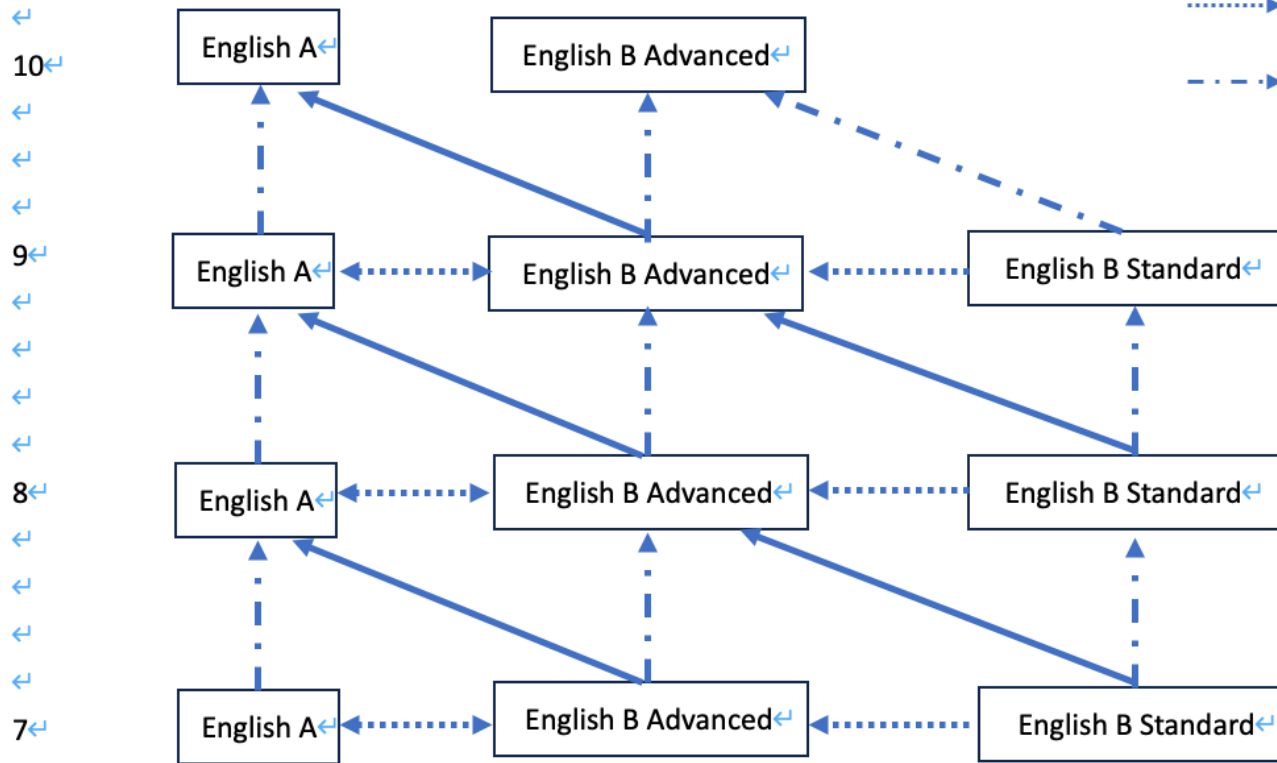
**ENGLISH LANGUAGE LEARNING PATHWAYS THROUGH GRADE 7-10**

All class changes are subject to teacher recommendation.

Guidelines for change of class:

- Better in the language course, and effective for the next school year.
- ⋯→ Based on results and teacher recommendation, effective during the year.
- - - → the learning results fitted the requirement of the grade level.

Grade

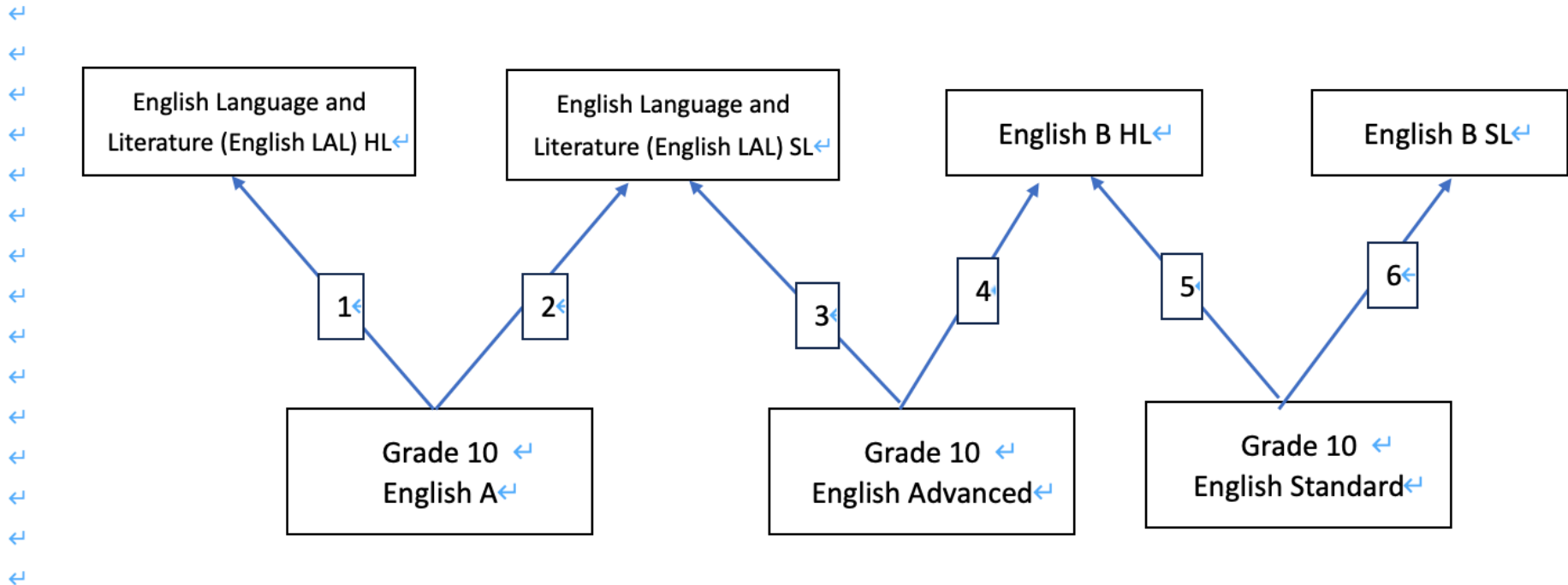


3 classes will be offered at Grade 7, 8 and 9. The courses to be offered will depend upon the needs of the cohort. The students transferred from other international school may join the English A or English B Advanced classes in Grades 7-9 and 10. Acceptance will depend on placement test results and an interview conducted in English.

## Appendix B

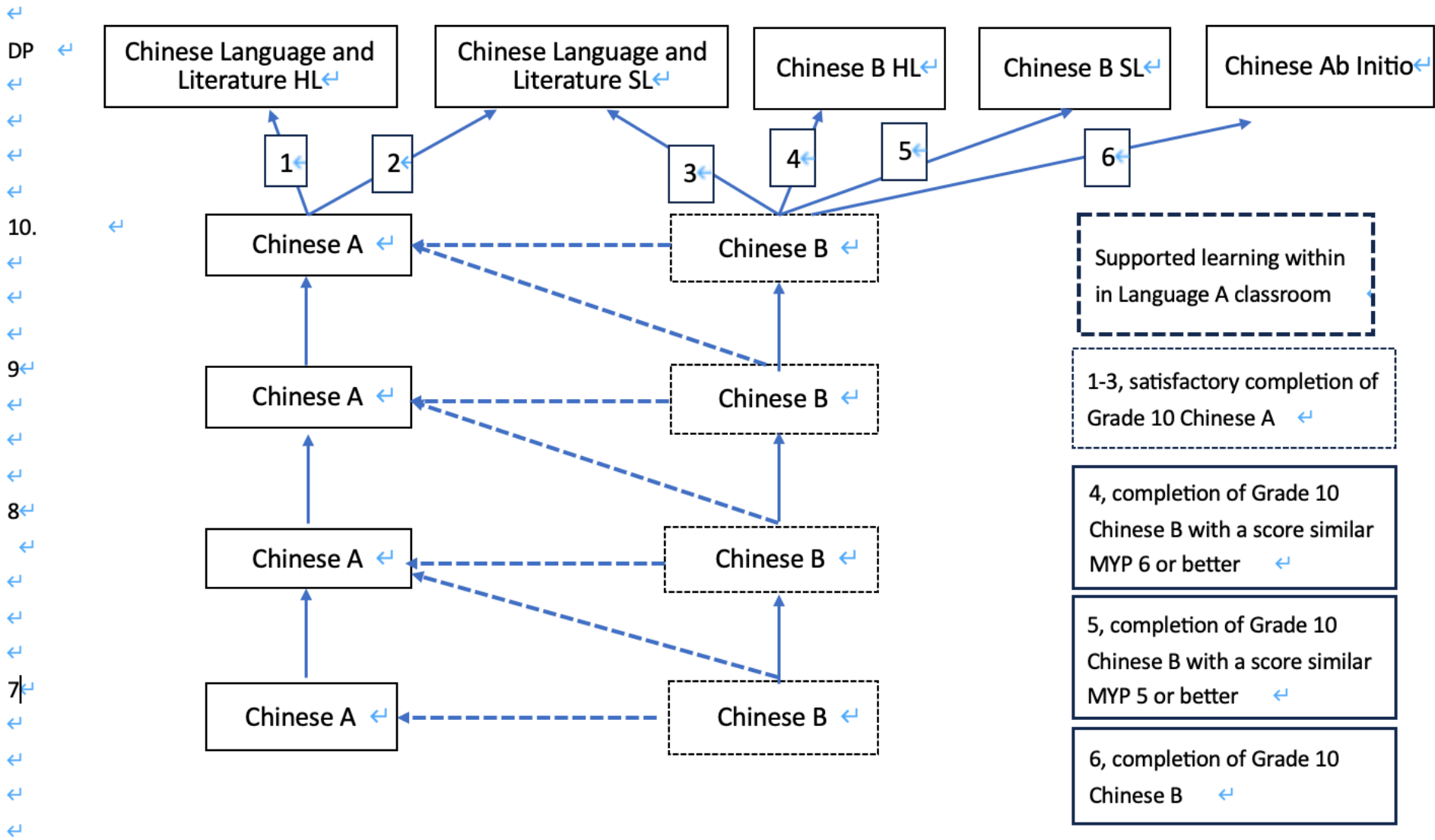
### ENGLISH LANGUAGE LEARNING PATHWAYS INTO DP

All class changes are subject to teacher recommendation.



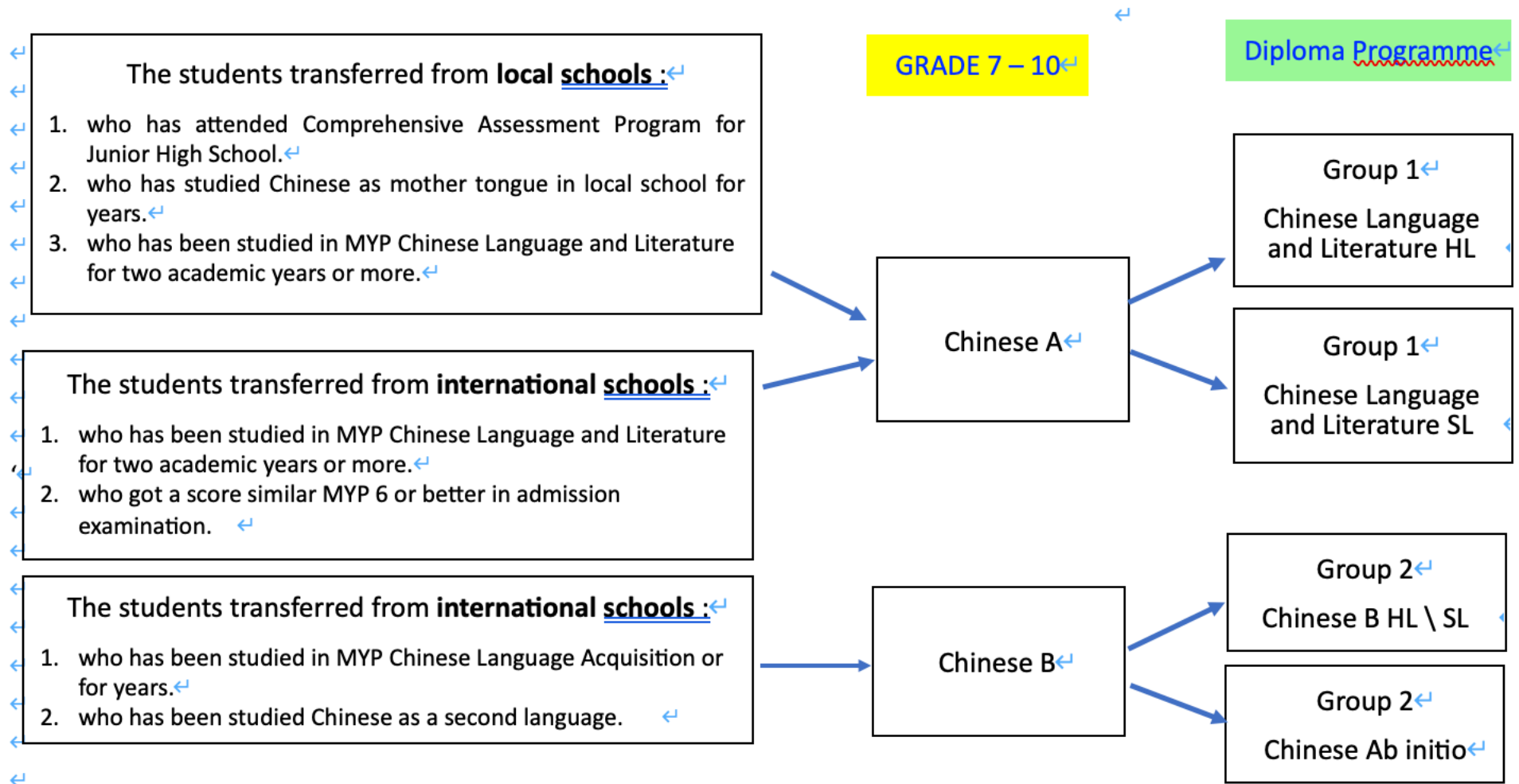
Pathway	course	Recommendation
1	DP English LAL HL	The student has achieved great or better achievement in Grade 10 English A.
2	DP English LAL SL	The student has satisfactory achievement in Grade 10 English A.
3	DP English LAL SL	The student has achieved great or better achievement in Grade 10 English Advanced.
4	DP English B HL	The student has satisfactory achievement in Grade 10 English Advanced.
5	DP English B HL	The student has achieved great or better achievement in Grade 10 English Standard.
6	DP English B SL	The student has satisfactory achievement in Grade 10 English Standard.

**CHINESE LANGUAGE LEARNING PATHWAYS THROUGH GRADE 7-10**



Appendix D

**CHINESE LANGUAGE LEARNING PATHWAYS FOR TRANSFER STUDENTS**



- All students applying for transfer must submit their transcripts as a reference.