



新东方国际双语学校

NEW ORIENTAL ACADEMY

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LANGUAGE POLICY

NOA Language Policy Philosophy

The New Oriental Academy language policy philosophy aligns with the principles of the International Baccalaureate Organization in design and practice. This policy:

- recognizes that, since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication
- outlines how students are to learn at least one language in addition to their mother tongue
- describes how the development and maintenance of the mother tongue for all learners is to be supported
- ensures that there are practices in place to provide inclusion and equity of access to the IB programmes offered by the school for all learners, including those who are learning in a language other than their mother tongue
- describes how Chinese (Mandarin) will be promoted throughout the school
- recognizes that administrators, teachers, librarians and other school staff will require professional development in the fields of language learning and teaching, and on how to make sure the language policy becomes a working document

From Guidelines for developing a school language policy, p. 1 (IBO, 2008)



New Oriental Academy Language Profile

New Oriental Academy is committed to language development, but also the language needs of its students. Currently, the school hosts students from across China. The Academy recognizes the diversity inherent to regional dialects across the country. While these students' mother tongue may all be Mandarin, the wide range of dialects represents the diverse heritage and cultures of our student populace. This range of Mandarin is unified by the required study of Chinese (Language A). Additionally, all IB Diploma Programme courses of instruction and assessment are completed in English (Language B). Throughout the MYP, the study of Chinese language and literature prepares students for the potential challenges of the IBDP. For any student whose mother-tongue is not Mandarin, the Head of School is responsible for ensuring an appropriate mother-tongue support is provided.

English is the language of instruction at New Oriental Academy. Where new concepts and vocabulary are needed, teacher's may clarify in Mandarin, but all assessments should be prepared for and completed in English.

Mandarin is celebrated through conversation in the halls and in the dormitories. To better clarify success and direction at the school, signage is carefully translated and then displayed bilingually. New Oriental Academy recognizes the wonderful diversity and value of Mandarin, but, as much as possible, all members of the faculty are expected to encourage conversation in English in order to develop organic opportunities for learners to develop English language skills.

As part of the admission process, student proficiency in the language of instruction is discussed. Students are informally assessed on the levels of their knowledge and ability to use the language of instruction, English. Students beyond the primary school are further tested to determine a Lexile score that will better advise placement within English Language Acquisition classes. Student proficiency is reevaluated both formally and informally throughout each year of instruction and students may transition to ELA classes of varying degrees of difficulty. All students that take IB English B are assessed according to the standards of the SL and HL curriculums accordingly. This system of language progression is designed to foster an effective development of English ability. Additionally, we advise parents of procedures that may best support their children; there always remains encouragement for them to develop mother-tongue usage.

Establishing a measurable ability to communicate in English is an essential part of the language learning process at New Oriental Academy. Student proficiency in English may be a deciding factor in their ability to succeed in IBDP courses. The DPC is responsible for advising students who are interested in the pursuit of the DP; English ability is an important factor in this decision.

The library is a central hub of New Oriental Academy. To better accommodate specific groups and learners, the Academy provides two libraries; one for the use of primary education, the other for the secondary school. Both are frequented by teachers, parents, visitors, and students both in and out of class. Library resources are a top priority for New Oriental Academy. The school recognizes that, just like the acquisition of new knowledge, the acquisition of new learning materials and technology is an on-going commitment. The addition of new materials and resources for students and teachers will benefit the many units of inquiry our curricula encompass. A diversity of texts is essential to our curriculum, but also our school culture of internationalism.



Intercultural Awareness

New Oriental Academy recognizes that language is the key to cultural exploration and perspective. Language is the lens through which an individual may create meaning out of the world, therefore, the school is committed to promote bilingualism in order to develop intercultural awareness and communication.

To build stronger students, the school uses language programs to develop the habits and beliefs of the IB learner profile. In order to create global citizens of the future, New Oriental Academy enables all of its students become effective, confident, and creative communicators through a variety of methods of communication including bilingualism.

While developing the ability to communicate in many ways, mother-tongues will always be encouraged and promoted as an essential aspect of celebrating cultural diversity.

Should students whose mother-tongue is not Mandarin join the Academy, immediate actions will be taken to promote and develop the student's native language. Helping students appreciate and retain a positive connection with their mother-tongue is an on-going commitment of New Oriental Academy.

English: The Language of Instruction

The language of instruction at New Oriental Academy is English. A diploma requirement of all students is the study of English. Officially, the school will offer five IBDP courses in the study of language:

- Standard Level Chinese A
- Higher Level Chinese A
- Standard Level English A: Language and Literature
- Standard Level English B
- Higher Level English B

For new students with no functional English experience or for students with extra learning needs in the field of English, a language learning center for grades 6-10 will provide equity and access to learning. These centers may operate as additional support for students in grades 11-12 as an resource beyond regular class hours.



The Role of the Teacher

At New Oriental Academy, all teachers are language teachers. Language is the key to understanding, therefore, English, Mandarin, and the wide spectrum of subject-specific language within both of these languages is an essential point of teacher instruction. All teachers are aware that they are developing language in their students through many forms of communication.

To produce effective, life-long language learners, teachers at New Oriental Academy recognize the following:

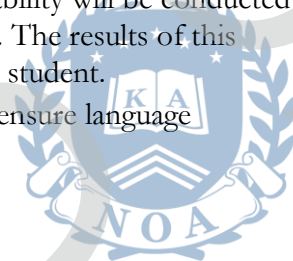
- Classrooms at New Oriental Academy are committed to creative solutions and equitable access for all students in regard to their current and future language ability.
- Students at New Oriental Academy do not necessarily have the same linguistic background nor aptitude, therefore, measures should be taken to improve all student ability accordingly.
- The scaffolding of language development is as essential as the scaffolding of the subject concepts in order to foster more student independence and confidence in effective communication.
- Unit planning and collaboration across subjects is an essential tool for teachers to consider the language needs and proficiency of their students.
- Teachers should provide linguistic support to their students in the form of subject-specific language aids within their curriculum in order to improve student success in reading, writing, speaking, and listening regardless of the subject being taught.
- Students may bring previous knowledge or language from their mother-tongue or regional dialect, and that the recognition and utilization of appropriate native expression should be fostered in the classroom.

The Role of the School

While teachers are the most immediate promoters of language acquisition, New Oriental Academy understands that every facet of the school itself should promote student language-learning.

Therefore, the Academy is committed to the following:

- The school supports, promotes, and ensures effective communication between multilingual and monolingual members regarding the Academy's ethos, planning, curriculum, and development.
- New Oriental Academy will ensure all teachers understand the importance of the essential connections between language and learning in their classrooms.
- The Academy will provide a safe, comfortable learning environment so that language learners may feel able to take the inherent, real-life risks of linguistic expression.
- The assessment of student work considers that all teachers are language teachers
- Whenever possible, classes will be as small as possible in order to foster the most effective language learning environment.
- New Oriental Academy can expect that students may enter the Academy with a language background that differs from the school and is committed to providing support for these individuals and their family.
- Upon admission, a more thorough assessment of student language ability will be conducted in order to place the student on the continuum of language learning. The results of this placement will determine the most effective language classes for the student.
- The Academy will maintain regular communication with parents to ensure language development is actualized in each student.



- The relationship between student learning and achievement in relation to the academic, cultural, and social aspects of the school is the driving force behind clear, multilingual communication within the community.

Commitments to Language and Learning Resources

New Oriental Academy will always endeavor to promote the professional development of teachers, librarians, and administrators in order to effectively connect language and learning throughout the Academy. The school understands that the acquisition of new professional standards is an essential responsibility of every member and, therefore, is committed to the on-going development of its staff through regular, official IB training. In-house workshops are to be scheduled to improve the language ability of all faculty.

In addition to the on-going development of its faculty, the Academy recognizes the on-going development of its facilities. The following list provides an overview of the commitments New Oriental Academy holds in regard to the acquisition of learning resources:

- The school libraries will continually build up a collection of effective resources in both Mandarin and English.
- When possible, bilingual, subject-specific course books along with their relevant supplements may be provided in order to facilitate effective learning.
- Providing modern, stable, and bilingual information technology resources is an ever-developing, essential task. The school will regularly assess the condition and quality of its many IT resources and ensure they are functioning according to modern standards in order to facilitate language learning.
- Learning Centers, having started operation in 2019, provide additional support to students in the practice of their English ability in a more intimate setting. In time, these learning centers may open up into a more multidisciplinary role, but they currently focus on English language acquisition.

Policy Supervision and Review

The nature of this policy is that of a live document. It reflects the core values of New Oriental Academy as they relate to the practice of language, and, as all things evolve, so, too, will this policy. It is the role and responsibility of the DP coordinator to oversee the maintenance and accuracy of this document, while also ensuring the essential tenets of the IB philosophies of language are properly recognized and implemented within the Academy. The DP Coordinator is committed to the observation and subsequent feedback for teachers on academic practices as they relate to language learning.

The language policy of the school will be reviewed every year to refresh understanding and ensure accuracy. During each five-year review, a more rigorous analysis will officially determine the effectiveness and implementation of the policy by the entire faculty.

Future ideas and practices of education and language learning will undoubtedly impact the Academy's language policy. New Oriental Academy is always open to suggestions regarding policy and procedure, which will be reviewed by the DP Coordinator, teachers, senior administration and parents.

