

# The British Primary Section Mandarin-English Dual Language Programme

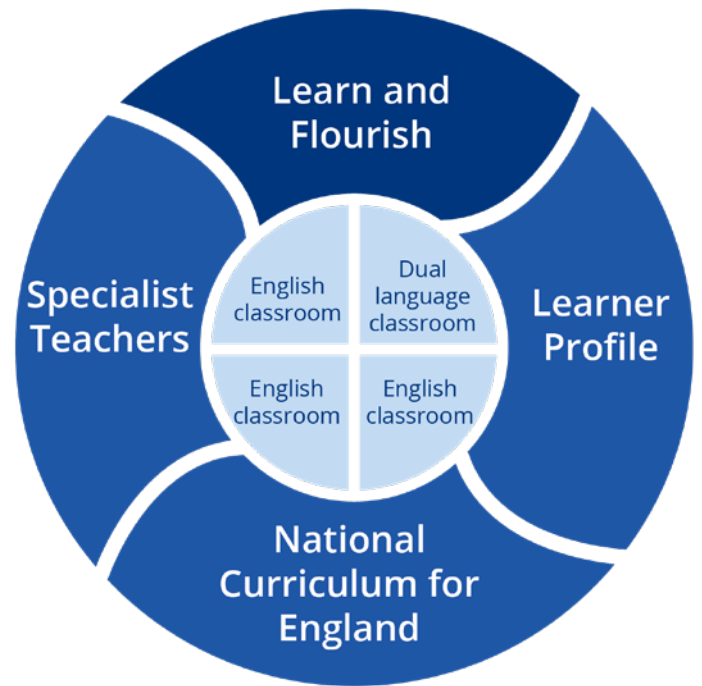
**We are excited to share information with you about the British Primary Section's Dual Language Programme.**

The Dual Language Programme (DLP), along with all learning in the British Primary Section (BPS), has a foundation in our BPS Learner Profile, our Mission and Values, and the National Curriculum for England.

The 50:50 Dual Language Programme is a learning pathway that is designed to run alongside the already established English only pathway. Through this programme students will develop both English and Mandarin as they access the curriculum and their learning in both languages.

In the 2022-2023 school year, we are launching the 50:50 Dual Language Pathway in Reception. Our goal for the future is to have three English only and one dual language class in each year group through the primary school, with the exception of Nursery.

**Reception 2022-2023**



# Why?



## Bilingualism - Why

According to research there are many advantages to becoming bilingual through education. Some of the potential benefits include long-term brain health and improved executive functioning. Others are related to linguistics, such as improved accent and ability to learn other languages. A final area of research investigates the impact on social abilities, and finds benefits in terms of communication style and comfort interacting with different kinds of people. Key to these advantages is the continued maintenance and development of the home language(s), with the addition of another language at school. Students who attend dual language (bilingual) programmes show better, long term academic results, better results in home language proficiency and literacy, and equal or better in English development than students who attend English-only programmes. This is an especially important aspect of bilingual development for children who have the potential to be Mandarin-English bilinguals, with full access to both languages, cultures, and markets.

## Language Planning - Your Why

You have already made a commitment to your child's language plan by enrolling or considering enrollment in the British Primary Section at Taipei European School. You will have considered where you want your child's language journey to take them up to age 11, through to age 18 and into the increasingly interconnected world in which we live. This language journey cannot be achieved by accident, it will take careful planning and a strong partnership between home and school.

*The dual language programme is designed to meet the needs of parents who want their children to learn and flourish through the English National Curriculum in both English and Mandarin up to our Year 6 (age 11).*

## The British Primary Section - Our Why

*At TES we are committed to our students' language development.*

As we look around the world today we see that globalisation and mobility have influenced cultural and linguistic diversity in many communities. As a school we understand that it is important to adapt and find new ways of doing things. The BPS is uniquely placed to develop a new and innovative approach to learning by learning through both the language of our local community (Mandarin) and the language of our school community (English). We believe that offering a dual language track within the British Primary section will allow students develop the knowledge, skills and understanding to become confident global citizens.

## What is the BPS Dual Language model?

The dual language approach has a foundation in additive bilingualism. This means that students will be developing two languages and their cultural significance side by side. While the programme is a 50:50 model, the collaborative and flexible approach allows for us to meet the students where they are. Students in younger year groups will spend more time developing their spoken language before beginning to read and write in both Mandarin and English.

## What curriculum is used in the dual language programme?

The dual language programme is fully integrated into the British Primary Section and our curriculum is aligned to The Early Years Foundation Stage and The National Curriculum for England, and underpinned by our Mission, Values and Learner Profile. Like all classrooms in the BPS, learning in the DLP will be grounded in western pedagogy.

We offer a curriculum that inspires and prepares our students for the challenges of the 21st century. Holistic, real-life learning encapsulates our curriculum, ensuring that students develop an awareness of the wider world, embracing cultural diversity, and recognising that all have an equal right to voice an opinion. We nurture students to develop a love of life-long learning, and encourage risk-taking attitudes to find solutions to the problems they encounter. This is critical in today's ever challenging global environment.

Students in both the English only and the dual language programme will experience a curriculum that is enhanced through specialist teachers, field trips and integrated technology.

The DLP does not follow Taiwan Ministry Of Education (MOE) guidelines or use published textbooks. This means that the Chinese Literacy will look different to what you may have experienced, or is experienced in a school that does follow MOE guidelines. Texts will be culturally relevant and balanced across English and Mandarin. The prompts and writing styles will emerge from integrated learning.

The dual language programme has a balance of language learning and learning through language but it is not an extension of the Taipei European School Chinese Language and Culture programme.

## How will the dual language programme be structured?

Each dual language classroom will have two qualified primary education teachers, one a Mandarin speaker and one an English speaker. The dual language teachers, together with the English only teachers jointly plan the year group curriculum. Within the dual language classroom the teachers take turns to deliver this, allowing for a continuation of learning across each language. Working closely together the teachers carefully plan for a balance of language learning and learning through language.

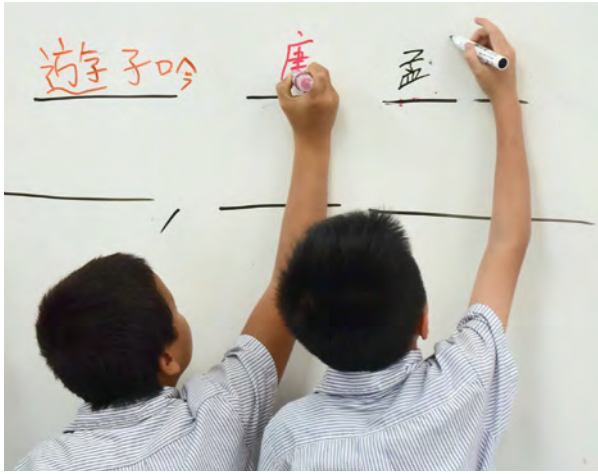
All students enrolled in the DLP will have access to high quality learning with their class teachers, through specialist lessons in Music, Art and PE as well as through educational visits and co-curricular activities.

## How will I know if my child is successful?

The BPS has looked to the work of Professor J Cummins, one of the world's leading experts of bilingual education and second language acquisition. Cummins makes the distinction between two differing kinds of language proficiency. BICS are Basic Interpersonal Communication Skills; these are the "surface" skills of listening and speaking. The DLP is going beyond this and supporting children to develop CALP, Cognitive Academic Language Proficiency in both English and Mandarin. As the name suggests, it is the basis for a student's ability to cope with the academic demands placed upon them across the curriculum.

Here at the BPS we aim for those students who remain in the DLP through primary school to have the social and academic language skills to access the curriculum in both English and Mandarin. We also acknowledge that every student is unique and that their learning, including their language learning progresses at different rates and in different ways. Each student is on his or her own language journey and language learning is not instant. Through this journey we need to work in close partnership and maintain realistic expectations.





## What does the Dual Language Programme look like in practice?

All dual language classrooms are supported by a Mandarin speaking teacher and an English speaking teacher and time is split evenly between the two languages. However, we are creative with how this is planned and it looks different in different year groups.

While the first year of school in the BPS is Nursery, we begin the DLP in Reception. Learning in Reception is child initiated, and children learn through play in line with the Early Years Foundation Stage Profile. During this exploration meaningful interactions happen in both languages. In addition to these interactions during play, there are planned for adult led activities and these can be small supported groups, carpet sessions or storytimes. Where possible, student's conceptual development is facilitated using the language students are most comfortable with.

As we move into Key Stage One and children move through Year One and Year Two the programme is grounded in our enhanced approach to the National Curriculum for England. In the same way that reading and writing is supported in English through the Read Write Inc programme, Mandarin literacy development has a focus on traditional characters and Zhuyin and Pinyin are used to support early reading. As with the English learning, this Mandarin literacy teaching is discrete and will be supported by a Chinese Language specialist.

As we move into Key Stage Two students continue to learn through our enhanced approach to the National Curriculum for England. Concepts and academic language become more challenging and this is supported by careful planning, and continuing to, where possible, develop student's conceptual development using the language they are most comfortable with.

This learning is then bridged to the other language, allowing opportunities for application and critical thinking activities to be completed in both languages.

As students move through the BPS all planning is done collaboratively between the dual language teachers and the English only teachers. We use differentiation to meet students where they are. In addition, if needed, students will also be supported by the English as an additional language team and also the learning support team.

## What are the expectations on parents?

Parents are vital partners and your support and commitment is a key driver for success. The development of English and Mandarin side by side has many advantages, but the difference in alphabet and structure does make early literacy difficult. It is vital that parents support early literacy by reading frequently at home. This includes both English and Mandarin books. In addition, Mandarin character development and understanding will also be supported at home through practice and homework.


If you require more information on the Dual Language Programme please contact Gillian Smith, Assistant Head of the British Primary Section. [gillian.smith@tes.tp.edu.tw](mailto:gillian.smith@tes.tp.edu.tw)



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