

Language Policy

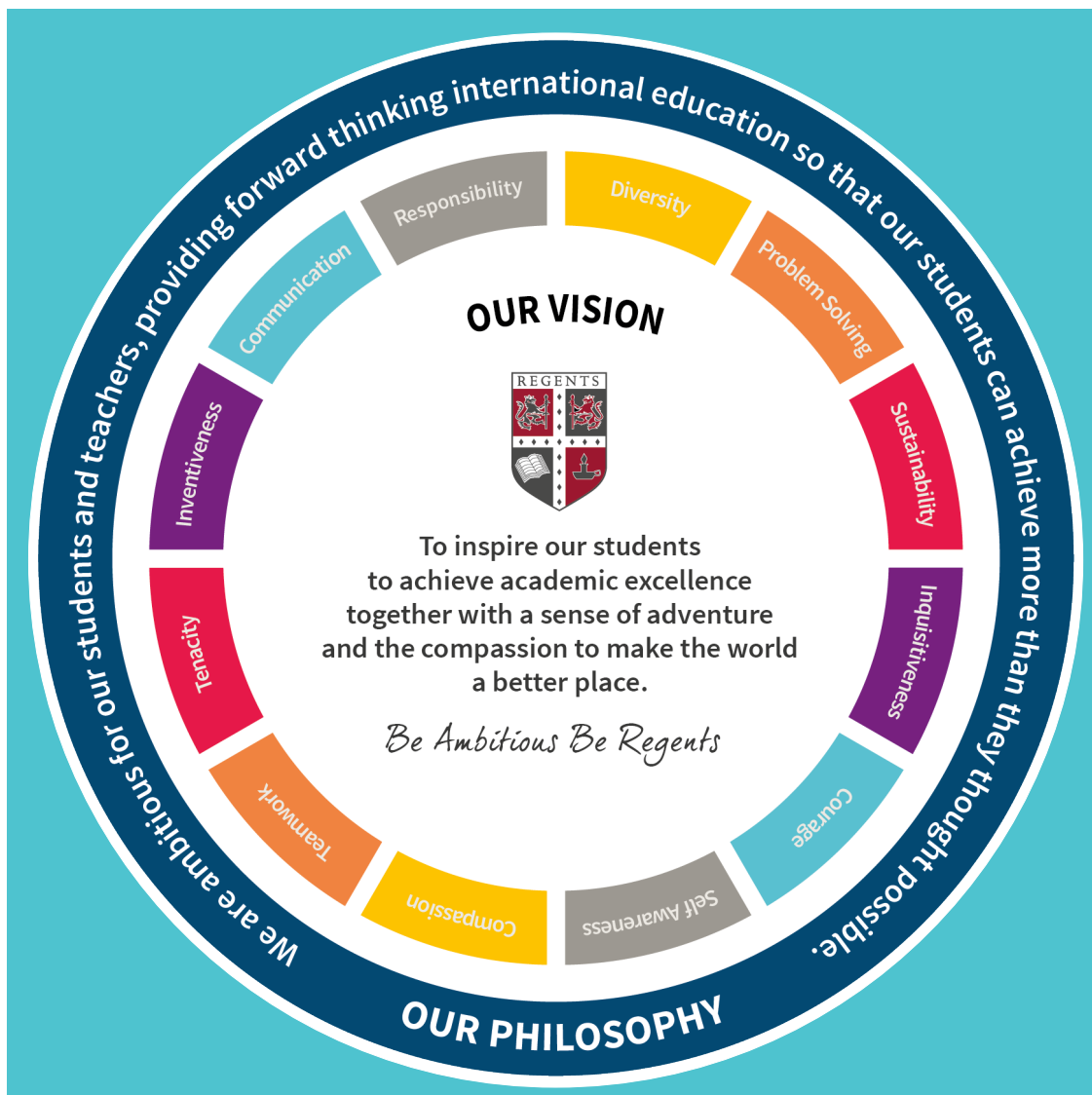
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Policy Holder:	Amos Turner-Wardell
Approval By:	Senior Leadership Team (SLT)



The IB Learner Profile

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit and to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Mission Statement



Vision and Philosophy

Our philosophy: We are ambitious for our students and teachers, providing forward thinking international education so that our students can achieve more than they thought possible.

Our Vision: To inspire our students to achieve academic excellence together with a sense of adventure and the compassion to make the world a better place.

Be Ambitious Be Regents: This statement underpins our philosophy and objectives, bringing together the Round Square IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service), our Be Ambitious framework and the International Baccalaureate philosophy of making the world a better place.

Language Philosophy

Language is empowering and enabling. It is essential to intercultural communication, the preservation of identity and traditional culture. Language is a fundamental resource for learning, thinking and communicating. We view language as a tool for making meaning in the world, for social interaction and self expression.

From “Learning in a Language other than mother tongue in IB Programmes”, “Language is integral to exploring and sustaining personal development, cultural identity and intercultural understanding. As well as being the major medium of social communication, it is tightly linked to cognitive growth because it is the process by which meaning and knowledge is negotiated and constructed. It is the main tool for building our knowledge of the universe and our place in it. Language then, is central to learning, as well as to literacy, and is thus closely related to success in school.”

We believe:

- language is central to each student’s personal and cultural identity and is the foundation for effective communication
- each student should have the opportunity to maintain and develop his/her mother tongue and acquire an additional language or languages
- language skills must be developed through immersion in a meaningful context
- the acquisition of additional languages allows students to grow intellectually and further reflect upon and explore different cultural perspectives
- in the equal importance of all languages
- In the learning of language through inquiry, allowing students to make connections with context, to explore and to investigate.
- every teacher is a language teacher

This policy is in line with the IB Standards and Practices, specifically:

Culture 5.1:	The school implements and reviews an assessment policy that makes the school’s philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)
Culture 5.2:	The school identifies in its assessment policy all necessary local and national requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)
Culture 5.3:	The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)
Culture 5.5:	The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Language Profile

Our students represent many nationalities and communicate in many languages. A significant portion of our student population is Thai and whilst English is not the mother tongue language, our Thai students are not always proficient in academic Thai. Our teaching and administrative staff speak English, and many are able to speak additional languages.

Language of Instruction

A common language is necessary to communicate and learn in an inclusive school setting. The language of instruction for all students at Regents is English.

Languages at Regents

Host Country Language of Thailand is Thai. As a means of promoting cultural understanding and respect for Thailand, all non-Thai students in lower grades take Thai language and culture while Thai students take Thai mother tongue development. All students also participate in national celebrations and other celebrations of culture and language.

Mother Tongue Regents has a diverse student population with over 50 different nationalities and is able to offer a mother tongue programme in different Key Stages in English, Thai, Korean, Russian & Chinese. In the DP specifically, students are also able to study each of those listed languages in taught classes and other mother tongues through SSST A: Literature, supported through teachers in the English Literature department.

Language Acquisition refers to those languages which a student learns in addition to their mother tongue. In the DP, Regents offers English, Spanish, German, French & Chinese language acquisition.

English as an Additional Language (EAL) serves those students who are learning English as an additional language.

In the DP, EAL students:

- will be in mainstream classes, either IB Diploma or Regents Diploma classes where their learning will be scaffolded by differentiated classroom instruction *See Admission and Assessment Policies
- receive additional scaffolding and support from an inclusion teacher if needed as per the Inclusion Policy
 - Prior to the DP, students have the opportunity to complete a prep year involving EAL support and a selection of iGCSE courses to develop subject specific language and skills
- Have access to resources in the Learning Hub and online to support their use of academic English in their DP courses

Teaching and Learning

We believe that all teachers are responsible for language development of students. It is important that all students achieve success in an inclusive and supportive school environment because the majority of students are accessing the curriculum in a language other than their mother tongue.

In order for teachers to provide a supportive learning environment, Regents encourages and provides:

- appropriate ongoing professional development for teachers to understand language acquisition
- access to EAL staff for in-class collaboration
- access to materials to support students at different English levels through the Learning Hub and online resources
- provision of appropriate documents regarding the teaching of language in the Diploma Programme

Teachers knowledgeable in language acquisition are able to:

- offer a wide variety of teaching and assessment strategies that enable students to actively generate functional and meaningful language
- expose students to (and explicitly teach) a range of linguistic genres for a variety of communicative situations
- explicitly activate learners' prior understanding, using mother tongue if appropriate
- consider the time and strategies necessary for activating and building up background knowledge when planning a unit of work or lesson
- use their knowledge of learners' prior understanding to differentiate tasks and activities that will build up the further background knowledge necessary for new learning to occur
- scaffold meaning with strategies that may include: visual aids; graphic organizers; demonstrations; dramatization; small, structured collaborative groups
- extend language to include sophisticated grammatical constructions and technical language
- embed language in the whole school curriculum
- teaching takes place within the context of the subject aims and objectives in the IB-DP
- the teaching of the elements of language such as text structure, grammar, spelling and vocabulary are taught in the context of the different programmes where possible
- the displays in class reflect that we use language to pursue inquiries

Teacher Professional Development

We offer a wide range of professional development opportunities to our teachers. These include:

- Teaching English in the Mainstream Training
- Thursday morning Teaching and Learning Breakfast

- Internal coaching and support from IB coordinator, Literacy Coordinator, and Head of EAL/Inclusion
- Relevant Cat 1, 2, and 3 workshops
- Nord Anglia University online courses, webinars, and forums

Collaborative Planning

Collaborative planning and reflection recognizes that all teachers are responsible for language development of students

Regents recognizes the importance and difference of teaching students in a language, through a language and about a language. All teachers and coordinators are responsible for the language development of our learners in school.

Regents provides time for teachers and coordinators to collaborate and plan for the specific language development of all students.

Roles and Responsibilities

Leadership Team is responsible for:

- developing, shaping, reviewing and revising the Language Policy in conjunction with selected teachers
- communicating the content of the policy to all the members of the school community and is also responsible for facilitating the implementation of the language policy
- ensuring resources are adequately allocated
- evaluating the effectiveness of the policy.

DP Coordinator is responsible for:

- ensuring that all students enroll in appropriate courses for their language levels through an application process (see Admissions policy)
- monitoring assessment data and identifies students and teachers who may require additional support in language learning or in supporting students' language learning, communicating that information to the relevant stakeholders
- collecting necessary information to apply for access accommodations
- offering workshops to parents and students about course options and promotes the importance of being multi-lingual and of mother tongue development

Head of Inclusion/EAL is responsible for:

- Evaluating students during the admissions and referral process
- Monitoring the progress of all students enrolled in the Inclusion/EAL program
- Organizing supports and extra classes as necessary
- Supporting access arrangements
- Offering professional development to teachers

- Offering workshops to parents about literacy and the importance of mother tongue development
- Promoting mother tongue development in all grades of the school

Head of English and Literature/Literacy Coordinator is responsible for:

- Supporting curriculum development for Language A courses and ensures all courses meet IB expectations
- Coordinating the School Supported Self Taught Literature courses and supports the SSST students
- Collaborating in the placement of students in appropriate language classes
- Offering professional development on literacy in all subject areas
- Organizing standardized testing for reading and language development
- Coordinating school-wide literacy initiatives, events and celebrations

Head of MFL and Thai is responsible for:

- Collaborating in the placement of students in appropriate language classes
- Supporting school wide celebrations of languages and cultural diversity

Heads of Faculty/Departments is responsible for:

- Ensuring teachers understand the policy and embrace their roles as language teachers as well as subject-content teachers
- Supporting teachers in their planning and assessment
- Tracking student achievement and participate in the referral process for students in need of additional support

Teachers are responsible for:

- promoting the belief that all teachers are language teachers and the value of an inclusive classroom in their teaching, actions and decisions
- planning for the development of academic language within their lessons and units in collaboration with the EAL and language teachers
- making use of school and classroom resources, and to inform their Heads of Faculty of additional materials and resources needed to support the language development of students
- seeking out professional development as necessary
- identifying students in need of additional support and follow the appropriate referral process

Students are responsible for:

- actively taking part in the diverse language opportunities offered at Regents
- actively engaging in developing their chosen additional languages
- participating in school wide events and celebrations related to language and cultural diversity

Parents are responsible for:

- Supporting their children in their language development where possible
- Communicating with the teachers and/or about any language concerns

Parent Communication

Regents recognizes the key role parents play in the learning process and facilitates this partnership through a number of channels. Parent communication is in English, with some communication available in additional languages, and includes:

- Reports
- Parent Conferences (available in English, Thai, Chinese, Korean and Russian)
- School website
- Social networks (Facebook, Blogs etc.)
- Parent informational meetings and workshops (some available in English, Thai and Chinese)
- Weekly Bulletins (available in English, Thai, Japanese, Chinese and Korean)
- Letters and emails (available in English, Thai, Chinese, Korean and Russian)
- Individual meetings (available in English, Thai, Chinese, Korean and Russian)

Parents are involved in supporting their child's language growth and development. The school communicates the language programme and pathways available to students.

Language in the Diploma Programme

English is the medium of instruction in all DP classes except non-English language courses in studies in the language and literature group and the language acquisition group.

All students in the Diploma Programme, whether IB Diploma or Regents Diploma candidates, take two languages. IB Diploma candidates must ensure that at least one of the languages must be a study in language and literature. Some students may choose to study two courses in language and literature. Taking two studies in language and literature subjects in different languages is one of the ways students may obtain a bilingual diploma.

Studies in Language and Literature: Studies in language and literature courses are designed for students who have experience using the language in an academic context. The language background of students varies from monolingual students to students with more complex language profiles. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts. We offer:

- English A Literature SL/HL
- Korean A: Literature SL/HL
- Russian A: Literature SL/HL

- SSST A: Literature SL
- Chinese A: Language and Literature SL/HL
- Thai A: Language and Literature SL/HL

Students who select SSST A: Literature are timetabled with an English A: Literature teacher and overseen by the SSST Coordinator, the Head of Faculty for English and Literature. The SSST course offers the opportunity for IB students in a school to explore the literature written in their mother tongue, to share this literary tradition with others, and to maintain and even enhance their mother tongue fluency both in written and spoken form (Language A: literature school supported self-taught support material).

Language acquisition: The language acquisition courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in the environment of the language studied.

The yearly class offer may vary due to student interest and teacher availability. Students who wish to take a course that we do not offer that year may enroll in the course on Pamoja and be supported by the Pamoja Coordinator, the DP Coordinator.

We regularly offer:

- English B HL
- Spanish Ab initio SL
- Spanish B SL/HL
- French Ab initio SL
- French B SL/HL
- Mandarin Ab initio SL
- Mandarin B SL/HL

Placement of students into language classes

Transitioning from iGCSE in Key Stage 4 to the Diploma Programme in Key Stage 5

During the iGCSE programme in Key Stage 4, students have the opportunity to study English Language and Literature, supported mother tongues, Spanish, French and Mandarin acquisition. During the admission process, students and teachers will review progress and make recommendations for placement into Language A, B and ab initio.

Choosing between Language A and Language B

From the “Guidance for studies in language and literature and language acquisition courses” published on the IBO: “Students who are already able to read, analyse and respond to complex literary and nonliterary texts in a given language must be placed in a studies in language and literature course for that language [...]

The language ab initio and language B courses are language acquisition courses—designed to provide students the opportunity to develop in a language in addition to their home/personal/best language(s). They are not designed for students entering the course who already have the ability to communicate confidently and proficiently in that specific language.”

Students can request to enroll Languages A or B. To determine a student’s final placement, teachers will take into account a number of factors including: the student’s linguistic and academic profile and other subject choices, subject availability, students’ iGCSE results if applicable and any necessary additional assessment of language skills.

Students wishing to appeal a language placement decision can request that the Language Committee review the decision.

Choosing between language Ab initio and Language B

From the “Guidance for studies in language and literature and language acquisition courses” published on the IBO: “Language ab initio is designed for students with no prior experience of the target language, or for those students with very limited previous exposure. Students will be introduced to the conceptual understandings that underlie language acquisition and begin to develop receptive, productive and interactive skills.”

From the Language ab Initio guide (first assessments 2020) “It is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language.”

Therefore, students who have studied a language at the iGCSE level for two academic years will not be eligible to take that language ab initio – excepting special situations. Students wishing to appeal a language placement decision can request that the Language Committee review the decision.

Choosing between Language B SL and HL

From the “Guidance for studies in language and literature and language acquisition courses” published on the IBO: “Language B SL is designed for students with some previous experience in the target language who already have the ability to communicate in the language in familiar contexts. While in the course, they will further develop this ability. Students will explore the conceptual understandings that underlie language acquisition and begin to use higher-level thinking in the development of receptive, productive and interactive skills [...]

Language B HL is designed for students with previous experience in the target language who have the ability to communicate in that language in a variety of contexts and for a variety of purposes. As the study of two literary works originally written in the target language is compulsory in language B HL, entering the course with these communication skills would allow the student to begin the study of works of literature originally written in the target language. During the course, students are expected to use higher-order thinking skills in the development of their receptive, productive and interactive skills.”

Students taking language B can request to enroll in SL or HL. In general, students who have a CEFR level of A2 or B1 are suitable for SL, and students who have a CEFR level of B1 or B2 are suitable for HL. To determine a student's final placement, teachers will take into account a number of factors including: the student's linguistic and academic profile and other subject choices, subject availability, students' iGCSE results if applicable and any necessary additional assessment of language skills.

Students wishing to appeal a language placement decision can request that the Language Committee review the decision.

Appeals to the Language Committee for a final decision

The Language Committee will be made up of teachers, Heads of Faculty and the DP Coordinator. Any special requests from students will be presented to the committee who will review all relevant data and confirm placement.

Review of Policy

This policy was updated in January 2022.

References

“Guidance for studies in language and literature and language acquisition courses”
Regents International School Pattaya Admission Policy
Regents International School Pattaya Inclusion Policy
Regents International School Pattaya EAL Policy
Northbridge International School Policy