

KIS International School Language Policy

Policy Statement

The KIS Language Policy has been written to support the continuum of language development and acquisition across the school's IB programmes. The philosophy and guidelines stated below have been developed to support students in their language journey, as this is a major factor that will influence a learner's school experience and learning outcomes. Success is clearly linked to one's language development. As an IB world school, KIS is committed to multilingualism as a means of affirming cultural identity and developing international-mindedness and global citizenship.

Language Philosophy

KIS International School believes that language is integral in the development of personal identity and cultural understanding. It underpins the foundation of thinking and the development of rich clear self-expression, enabling people to examine their own and others experiences, feelings and ideas, giving them order and meaning; it is the process by which meaning and knowledge are negotiated and constructed. Language is also essential for communication and cognitive growth; therefore, language proficiency is seen as a vital component for the development of the learner's intellectual, social and emotional development. Language is a means of affirming and expressing cultural identity and developing international-mindedness. Competence in language enables people to function in society and to fulfil their potential as individuals and as lifelong learners. With this in mind, KIS aims to produce literate learners capable of a wide variety of useful and meaningful methods of communication. It is our belief that Multilingualism benefits learners and the learning community and as such language learning includes the development of home and family languages, languages of the school, additional languages and literacy.

Language of Instruction

English is the language of instruction at KIS International School. Competence in the language of instruction is clearly a factor that will influence the school experience and learning outcomes for all learners. All stakeholders should support students with their interactions and communications in English to ensure familiarity, confidence and fluency in its use in both the oral and written forms. KIS recognizes the need for students to use their mother tongue language to translate and clarify when the language of instruction is not clearly understood. The transference of linguistic structures and thinking skills from their home language to the language of instruction provides essential links and scaffolds for conceptual understanding and language proficiency.

KIS Language Expectations

KIS recognizes its responsibility to offer a rigorous academic programme that is accessible to all students. It is recognized that all members of the community come together with unique language profiles and learning experiences. The school demographics consist of a high percentage of host country nationals and a minority population consisting of many different languages and cultures. Due to the nature and diversity of the student population at KIS, we

recognize the need to provide an environment that is respectful of all mother tongue languages where all cultures are valued and provide an inclusive environment for our students and community members. To meet the language and communication needs of everyone at KIS, English is promoted as the language of inclusion as it is the language of instruction and therefore the common language within and across the school community. To this end, students, teachers, administrators and parents are encouraged to converse in the language of instruction whenever possible, to ensure a sense of community and belonging. While we support and recognize the diverse languages at KIS it is also our belief that language should not be used to exclude or marginalize others.

Beliefs about Language Acquisition and Learning

At KIS we believe that language acquisition must provide authentic opportunities to learn language, learn about language and learn through language. Language and learning are inextricably linked. Language is not merely a means by which we demonstrate what we know, it is also one of the most important means by which we learn and refine our understanding of concepts. Success in learning is therefore tied to language development. The communication strands of language learning consist of listening, speaking, reading, writing, viewing and presenting and are recognized as being interrelated and interactive, with learning in one and supporting learning in another. Translingualism is recognized as a skill that students may use as they switch between one language and another, gaining confidence, fluency and understanding both linguistically and culturally. At KIS we approach the learning of language through a variety of methods and strategies with a focus on inquiry. KIS recognizes language teaching as being transdisciplinary and central to learning, thus closely related to success in school, and as such views all teachers as language teachers.

Beliefs about Multilingualism

Multilingualism is significant in building international-mindedness as it gives students insight into the thinking and perspectives of self and others. Proficiency in more than one language enables students to gather and compare points of view, and to show empathy, compassion and respect. As an IB world school, KIS offers students the opportunity to learn more than one language and for some, the opportunity to be proficient bilinguals, with fluency in two (or more) languages. Learner skills, knowledge and understanding of language plays a fundamental role in the development of the attributes of the Learner Profile and the KIS Core Values and our beliefs about global citizenship. Shared understandings of language are constructed and contribute to an ongoing exploration into what it means to be an internationally-minded global citizen.

We believe that exposure to more than one language offers learners multiple perspectives, not only linguistically, but in all areas of life and learning. At KIS we recognize that each student entering the school does so with a unique language profile, distinguished by their individual learning and life experiences, mother tongue development, additional language exposure, level of support, as well as many other contributing factors. As such KIS has developed a “Language Pathway” chart to assist in the placement of students in accordance with their language ability, experiences, and language course choices.

Language Profiles and Pathways

To support students and inform teachers a Language Profile is developed for each student on admission to provide a brief history of the linguistic and cultural background of the student and to inform each individual learner's pathway of language study and development. The student language profile is a tool that captures a learner's complex language experiences. This Language Profile will be included in the Managebac portfolio and will follow the student throughout the school to ensure that appropriate support and instruction is provided.

Language Learning

Mother Tongue: At KIS we believe that a solid foundation and continued development of the mother tongue language is essential in the development of all other languages and is crucial for maintaining identity, cultural understanding, and empathy. The continued development of home and family languages is crucial for cognitive growth and in nourishing cultural identity. The continued promotion of mother tongue languages is encouraged in the home environment; parents are informed of the necessity to continue the development of their native language(s). Supporting mother tongue languages provides an emotional component as the child maintains their own culture and their native language is valued. Academic benefits include the transference of linguistic structures and thinking skills from one language to another providing essential links and scaffolds for language proficiency. KIS supports mother tongue languages by providing resources and texts in mother tongue languages represented in the school and by celebrating internationalism and diversity. Through the programmes, students have further exposure to their mother tongue language through homework activities, parent visits and sharing with each other.

Thai Culture and Language Studies: Thai culture and language programs are designed to support students in understanding their host country. The programmes have been developed to meet the Thai Ministry of education standards and have been accredited by the Thai quality assurance, ONESQA. In the Secondary School fluent speakers of Thai study Thai through the IB Language A framework, while fulfilling local government requirements.

Language Acquisition Programme: Primary school students with limited background in the Thai language study through the TAL (Thai as an additional language) programme, which promotes cultural awareness and language acquisition of the host country language. As students enter the Middle Years Programme they are offered the option of continuing their Thai language studies through the Language B framework up through Grade 10, with some students becoming mainstreamed into Thai Language A, and others concluding their studies in G10. Spanish and Mandarin are available through the Language B framework, and continue to be offered through Grade 12, as the Diploma Program Language B or Ab Initio courses.

Additional/Other Language Programmes: Our additional languages programmes are promoted in the school and will continue to develop as a part of the academic and auxiliary curriculums. Secondary students can also, when possible, study their mother tongue language through the MYP or DP programmes through the use of externally sourced tutors, under the supervision of the Language Programme Coordinator. These additional programmes are not always possible and must be developed in consultation with the school in order to ensure the

best possible pathways for student learning.

English as an Additional Language Support Programmes (EAL): For the majority of students at KIS English is not their native language **and therefore, some require** additional support. At KIS, English as an Additional Language (EAL) is the study of English for students whose first language is not English, and for whom English proficiency limits access to the academic programme. These students already speak at least one other language and may come from a home in which many languages are used. Homeroom/Subject and EAL teachers are jointly responsible for supporting students in becoming proficient in English, thus allowing students to fully access the curriculum. The EAL programme focuses on the language demands across the curriculum, supporting access to all subjects, skills, and areas of learning, as well as supporting social and interpersonal competency. Therefore the programme cannot be seen as a traditional “language only” programme, but as a programme that supports language and communication throughout the school day, on all levels.

In the Secondary School, admissions require students to already have a degree of proficiency in English, as students will need to be able to access the IB Diploma Curriculum without additional English support starting in 11th Grade. Students with EAL needs to attend all courses excluding Science, Individuals and Societies, and English Language and Literature. Students receive intensive English support during these lessons, and transition into Science, Individuals and Societies, and finally English as their academic English improves. Transition decisions are made between the EAL and Classroom teacher, with periods of initial focused additional support during the periods of transition.

Language Resources: KIS recognizes the importance of planning and funding for language resources in all areas of programme development. There are two main libraries on campus, one in the Primary and one in the Secondary School. Within the libraries, students have access to physical and virtual resources to support the development of thinking, research and communication skills within local, national and global contexts. Mother tongue and other language resources are housed within their own sections of each library, representing the languages and cultures of the school community. The school maintains a variety of levelled reading resources to support language instruction and meet the needs of our learners. Language acquisition is supported by EAL and Learning Support teachers to meet the individual language needs of our learners. In the Secondary School, families are given the option of having the school library purchase novels and books on their behalf for the Other Languages Programme - with the school owning the texts, and students checking books out from the school.

The Rights and Responsibilities of All Members of the KIS Community

It is recognized throughout the language policy that each member of the community holds responsibilities in the development and use of language and what constitutes best practice in the support of student learning.

The role of the school leadership is to:

- Ensure all parents have access to the KIS language policy and practices.
- Ensure that all students enrolled into the programme are placed on the appropriate

“pathway” to best meet their language and learning needs.

- Ensure communication and collaboration between admissions and the academic team through the admissions process to support the language needs of each student.
- The Principals will ensure during the process of admissions and throughout their time at KIS, that all families are offered parent education to understand their role in their child’s language development both inside and outside of the school environment.
- Ensure in the hiring and onboarding process, that all new staff are aware of, and in agreement with, the language philosophies of the school, and that their beliefs and attitudes model effective communication.
- Provide professional development for faculty and staff to support their understanding of the KIS language philosophy and beliefs as stated in the above Language Policy.
- Support the development and consistent review of appropriate programmes and curriculum to ensure all students can access learning and that the best strategies and tools are provided to achieve this aim.
- Be respectful and show value to the mother tongues of other community members.

The role of teachers is to:

- Develop and utilize a wide range of appropriate differentiated teaching strategies, assessment tools, and scaffolds to ensure each student is able to reach their language potential.
- Collaboratively develop and support the review of the language policy and documentation to ensure consistency in practice throughout the programmes and across the school.
- Assist in the development of curriculum, programmes and strategies to best meet the language needs of all students.
- Recognize that all teachers are language teachers.
- Support parents in their understanding of their children's language development.
- Be respectful and show value to the mother tongues of other community members.

The role of the parent/guardian is to:

- Understand their role in their child’s language development.
- Understand the aims of the KIS language policy and support their child and the school community.
- Provide home resources including reading materials, access to media and the opportunity to engage in both mother tongue and the language of instruction, supporting all areas of language learning both at school and at home.
- Realize that language learning is not always linear and that children may require different levels of support as they move through the school.
- Collaborate with the school regarding language recommendations and options for their child's selected pathways
- Be respectful and show value to the mother tongues of other community members.

The role of the learner is to:

- Be positive and constructive in their interactions within the community and as a

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representative of the community, both in-person and virtually.

- Use the language of inclusion to ensure all members of the community are able to participate in all play, learning and social activities.
- Recognize their responsibility in their own language learning - both in their mother tongue and acquired languages.
- Be respectful and show value to the mother tongues of other community members.

As a result of the KIS language philosophy, beliefs, and practices, additional support documents have been developed to ensure policy becomes practice. These include:

- Student Language Learning Pathways (to be updated)
- Student Language Learning Profiles (to be updated)
- EAL Support Programme and Policy
- KIS Language Agreements (to be updated)
- Admissions Policy
- KIS Assessment Policy
- KIS Student Support Policy
- [Language Pathways and Profiles](#) (old)
- [Language Pathways and Profiles new](#) in progress

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Policy amendment approved by the KIS Executive Board in their June 4, 2021 meeting.