

Language Policy – Silver Fern International School

Vision Statement of SFIS:

To inspire and empower every learner to thrive as a compassionate, curious, and globally responsible individual—ready to lead meaningful change in an interconnected world.

Mission Statement of SFIS:

At SFIS, we are a collaborative learning community committed to nurturing internationally-minded learners. We empower students to become creative and critical thinkers, fostering a spirit of inquiry and reflection. Through meaningful learning experiences, we support them in becoming compassionate, knowledgeable, and principled individuals who take responsible action to make a positive difference in their local and global communities.

Date Adopted: 28/12/2022

Review Date: July 2025

1. Rationale

Language is central to learning at SFIS. It underpins inquiry, communication, identity, and academic achievement. Our policy aligns with IB philosophy and supports students in becoming confident communicators, critical thinkers, and globally-minded citizens.

2. Language Philosophy

We believe that:

- Language is fundamental to constructing meaning and developing conceptual understanding.
- Every teacher is a language teacher.
- Multilingualism enhances cognitive development, identity formation, and cultural appreciation.
- Preserving students' mother tongue strengthens their academic progress and well-being.

These beliefs reflect the IB's emphasis on language as a key component of international education and holistic development.

(Source: IB Language and Learning, 2011)

3. Aims

Our language policy aims to:

- Ensure equitable access to the curriculum through language support
- Promote multilingualism and intercultural understanding
- Value and preserve students' mother tongues
- Foster proficiency in English as the language of instruction

4. Definitions

- **L1:** First language or mother tongue
- **L2:** Second language, often English
- **Language A:** Primary/home language
- **Language B:** Additional language
- **EAL:** English as an Additional Language
- **MT:** Mother Tongue
- **IEP:** Individual Education Plan
- **Push-in:** EAL support within mainstream classes
- **Pull-out:** EAL instruction in a separate space

(Source: Cummins, J. (2000). *Language, Power and Pedagogy*)

5. Language of Instruction

English is the primary language of instruction. We provide:

- Immersion in academic English
- Integrated language teaching across subjects
- EAL support through push-in/pull-out models
- Ongoing professional development for teachers

(Source: IB Programme Standards and Practices, 2020)

6. Language of Communication

16 Moo 21 Airport Road, Tambon Neua Muang, Amphoe Muang, Roi-Et 45000, Thailand

Language Policy 2025 - 2026

- English is used for official communication and documentation.
- Thai translations are provided where necessary.
- L1 is used to support comprehension and concept development.
- Community volunteers may assist with interpretation at events.

(Source: García, O. & Wei, L. (2014). **Translanguaging: Language, Bilingualism and Education**)

7. Mother Tongue (MT) Support

SFIS supports MT development through:

- Thai and Chinese MT programmes
- Encouragement of MT use at home
- Parent involvement during MT celebrations
- Optional extracurricular MT classes based on demand

Maintaining MT supports literacy, cognitive flexibility, and social-emotional well-being.

(Source: **IB Guidelines for Developing a School Language Policy, 2008; Cummins, 2000**)

8. Additional Language Provision

Thai Language

- EYP 1–2: 4 periods/week
- PYP 1 and above: 5 periods/week
- Required by Thai Ministry of Education
- Supports both heritage and new learners

Chinese Language

- Offered from PYP 1 onward, 2 periods/week
- For heritage learners and new language learners
- Promotes multilingual exposure

(Source: **Thai MOE Language Curriculum Guidelines, 2017**)

9. English A and Other Language A Options

- English A integrated in Units of Inquiry and discrete lessons.
- Support for other Language A subjects offered where feasible.
- Literacy is developed across reading, writing, speaking, and listening.

(Source: Oxford International English Series; IB Language Scope and Sequence, 2011)

10. English as an Additional Language (EAL)

EAL support includes:

- Identification and placement assessments
- Scaffolded access to academic content
- Differentiated instruction
- Push-in and pull-out models
- Regular monitoring and parent updates

(Source: IB Language and Learning, 2011; Lightbown & Spada, 2006. How Languages are Learned)

11. Language Learning and Inclusion

- Students with IEPs may be exempt from additional languages based on individual needs.
- Differentiation and inclusive strategies ensure success for diverse learners.
- Assessment data guides EAL exit decisions and instructional adjustments.

(Source: IB Learning Diversity and Inclusion in IB Programmes, 2016)

12. Community Involvement and Recognition

- Parent volunteers support MT events and reading programs.
 - Student language achievements are celebrated in assemblies and reports.
 - Cultural diversity is honored in school events and displays.
-

13. Assessment and Review

- Language development is assessed through formative and summative tools.
- EAL students' progress is tracked using leveled frameworks.
- This policy is reviewed every year or as school needs evolve.

(Source: IB Assessment Principles and Practices, 2018)

14. Roles and Responsibilities

- **Leadership Team:** Ensures policy alignment and resource allocation
- **Teachers:** Embed language support in instruction
- **EAL Staff:** Design and deliver targeted language support
- **Parents:** Encourage language development at home and participate in school language initiatives
- **Students:** Actively engage in language learning and celebrate linguistic diversity

15. Alignment with International and National Standards

This policy is aligned with:

- **IB PYP and MYP Language Scope and Sequence**
- **IB Programme Standards and Practices**
- **Thai MOE Language Curriculum Requirements**
- **UK National Curriculum (NCE)**
- **Oxford International English and Science Textbooks**

Sources and References

1. **International Baccalaureate Organization** (2008). *Guidelines for Developing a School Language Policy*.
2. **IBO** (2011). *Language and Learning in IB Programmes*.
3. **IBO** (2020). *Programme Standards and Practices*.
4. **Cummins, J.** (2000). *Language, Power and Pedagogy: Bilingual Children in the Crossfire*.
5. **García, O. & Wei, L.** (2014). *Translanguaging: Language, Bilingualism and Education*.

6. **Lightbown, P. & Spada, N.** (2006). *How Languages are Learned*. Oxford University Press.
 7. **Thai Ministry of Education** (2017). *Curriculum Guidelines for Thai Language*.
 8. **Oxford International Curriculum Series** (Yeomans, Roberts, Danihel, Hudson).
-

