



# Language Policy

## Introduction

Effective communication is integral to teaching and learning in all subject areas, and therefore language acquisition and development must be valued across the curriculum. Language development enables students to grow as critical thinkers, inquirers, and knowledge seekers as they explore art, science, mathematics, humanities, technology, etc. Furthermore, it is through language studies that we recognize and appreciate the different cultures that influence our global community.

## Purpose

- To communicate the philosophies and expectations for language studies
- To provide clear guidelines regarding language instruction and services that are offered

## Language Philosophy

All teachers are responsible for language development of students. Teaching and learning addresses the diversity of student language needs, including those for students whose mother tongue is not English. Language skills are developed in each subject through a variety of instructional methods and are assessed both formatively and summatively. These strategies promote international-mindedness, global awareness, and appreciation for multiple perspectives. The school emphasizes the importance of various modes of language development in English as well as in acquisition of another language.

Language acquisition courses align with the national standards of world languages, commonly called the 5 Cs of World Language Education: **Communication, Cultures, Connections, Comparisons, and Communities**. **Communication** prepares students to learn the language through the use of all four modalities: speaking, listening, reading and writing. Through **Cultures**, students learn about the practices, products and perspectives of the culture studied. **Connections** reinforces and increases student knowledge of other disciplines through the study of the foreign language. **Comparisons** asks students to demonstrate understanding by comparing the language and culture studied with their own. **Communities** encourages students to use the language both in and outside the school setting, promoting life-long learning, as students use the language for personal enjoyment and enrichment.

# Language Courses

## Group 1: Studies in Language and Literature

Because English is the language of instruction, all IB Diploma Programme students take English Literature Higher Level as their Group 1 subject. Currently there are no alternatives offered.

## Group 2: Language Acquisition

All Kaiser students in the IB Middle Years and Diploma Programmes must take one of the three world languages we offer: Chinese, Japanese, and Spanish. Kaiser aligns these languages with the world languages at the feeder elementary and middle schools in the community, although currently those schools do not offer Spanish. Upon entering the Diploma Programme, students are encouraged to continue studying the world language they have been learning previously, in which case, their options are Chinese SL, Japanese SL, and Spanish SL. However, students who would like to make a change are allowed to take Spanish Ab Initio if they so choose.

# Co-Curricular Opportunities

The following organizations are available to all students to enrich their experience with a world language, in order to further develop global awareness and international-mindedness.

**Chinese Club, Japanese Club, Korean Club, Spanish Club, Spanish Heritage Honorary Society**

# Language Supports

There are various levels of supports available for language learners at Kaiser.

- English Language Learners are identified through state testing procedures and receive support through the ELL department during and after school.
- Tutoring is also available at the individual level by teachers whether it is for English or Language Acquisition coursework.