



PREM Whole School Language Agreement

Vision Statement

"Educating global citizens who strive for excellence, live sustainably, lead responsibly, celebrate diversity, and whose integrity champions a just and more peaceful world"

Prem Mission Statement

We are a community that challenges its members to act as compassionate, knowledgeable and principled global citizens: working together for a sustainable future and inspired by meaningful relationships, continuous learning and "good thinking".

Date adopted: 2012

Date reviewed: June 2016

Date of next review: June 2019

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PREM Whole School Language Agreement

1. Language Philosophy

At Prem we value and celebrate our diverse range of nationalities and languages, which is the platform for promoting intercultural understanding, international mindedness and global citizenship.

Prem recognises the importance of English as the language of instruction throughout the programmes. A high level of English language proficiency is necessary in order to be a successful learner.

Prem teachers are teachers of the English language, explicitly supporting students in all their learning.

Whilst we are aware that our students may have experiences in a variety of different languages we believe that a strong mother tongue is essential for students to develop as thinkers and communicators.

At Prem we expect our students to become successful readers, speakers, writers, creators and critical thinkers, not only in their mother tongue, but in English as well as in at least one other language.

All children have the right to practice their own language and culture, and at Prem we encourage and support opportunities for students to have tuition and support in their mother tongue. We promote the importance of mother tongue development amongst the Prem parent community and strongly encourage its support.

Prem students have the opportunity to learn additional languages, so that they are able to learn through language and about language and become confident and reflective

We ensure that our host country nationals master Thai language in each level of their studies.

We utilise the host country and community for language and cultural experiences throughout the curriculum, in accordance with the government requirements.

(Board-approved on 13th November 2015)

2. Language Pathways

Grades	Thai cultural studies	World Languages	Language of instruction English
G11-12	<i>N/A</i>	<i>HL -6 periods per wk SL - 5 periods per wk</i> Thai L&L Mandarin LA French LA Spanish ab initio (Spanish LA) (Mandarin L&L) (Dzongkha L&L) (Korean L&L)	<i>HL -6 periods per wk SL - 5 periods per wk</i> English L&L English LA English support
G6-10	<i>1 period per week</i>	<i>4/5 periods per week</i> Thai L&L Dzongkha L&L Korean L&L Mandarin LA French LA Thai LA (Mandarin L&L) (Spanish LA)	<i>5 periods per week</i> English L&L English LA AEP
G1-5	<i>1 period per week</i>	<i>4/5 periods per week</i> Thai L&L Thai LA (Korean L&L) (Mandarin L&L) (Mandarin LA) (French LA) (Spanish LA)	English ESOL
EY 1-3	1 period per week	Mother Tongue 2 periods per week	English

3. Agreements for Successful Language Transitions

(Parents need to be informed of the current phase for JS and SS. This should be noted on the report for LA. Parents need to be involved in decisions regarding a move to L&L.)

G5→6 (JS to SS)

ESOL→ AEP (MYP Phases 1 - 2)

Thai B → Thai B Phases 1 - 6 or Thai B → Thai Language & Literature (Language A)

G6→ 10 (MYP)

Language Acquisition (Language B) Phases 3 - 6: Students need to perform consistently at a level 5 or above in any phase in order to be moved to the next phase level. Students must be advised by the teacher that they are ready to move prior to the end of the Semester. Parents must also be informed.

Students need to perform consistently at a level 5 or above in phase 6 in order to be moved to Language and Literature (Language A).

G10→ 11 (MYP to DP)

Ab Initio: For students who have had little or no exposure to the language chosen (Eg: students who are still in phase 1, *Ref: MYP Language Acquisition Guide page 6*)

Language B Phases 3-4: students need to perform at a level 5 or above in phase in 3 order to study DP SL Language B, and at a level 5 or above in phase in 4 for HL Language B

Students in Grade 10 phase 6 must perform consistently achieving level 5, in Semester 1 in order to spend Semester 2 studying MYP Language and Literature. They then need to perform consistently at level 5 or above in order to enter SL in Grade 11 DP. Parents must be informed.

4. School Profile

A four-programme IB Boarding School in Northern Thailand. English is the language of instruction. Thai is the host country language.

The IB Diploma Programme

In addition to the three core elements of Theory of Knowledge (ToK), an extended essay and creativity, action, service (CAS), students take six subjects, three of which must be at higher level (HL) and the remaining three subjects at standard level (SL).

IB Diploma Programme courses

Students take a minimum of five standard level (SL) subjects plus CAS plus an approaches to learning course (ATL).

IB Career- related Certificate Programme

The IBCC is a two-year programme for students in grades 11 and 12 that includes many of the same elements as the Diploma Programme: at least two IB Diploma courses, a Reflective Project, an approaches to learning skills component (ATL), an emphasis on language development and involvement in community and service (CAS). In addition, students spend a significant amount of time studying a career-related programme.

Prem currently offers two specialized courses, the BTEC diploma in Sport, which focuses on sports management and, the BTEC Diploma in Hospitality, which focuses on hospitality management.

A BTEC 120 credit Level 3 Diploma is equivalent to 2 GCE A levels.

Enrolment AY 15 - 400-500 students

Nationality: 29% Thailand, 12% China

46% speak English at home

29% speak Thai at home

12.9% speak Japanese at home

8.1% speak Mandarin at home

5. Recommendations

1. Mother tongue

- Identify a whole school Mother Tongue coordinator, who will actively pursue opportunities for mother tongue support (personnel, facilities, community awareness and education, language tutor for SSST at DP)
- Offer Korean and Dzongkha from G6
- Offer Dzongkha as a taught subject for DP
- Consider EE or TOK being taught in mother tongue languages (Korean, Thai, Mandarin)

2. Language Acquisition

- Introduce a choice of two languages in the JS from G1
- Introduce more choice for Language B in JS (other than Thai)
- Phase out Thai B in SS (G6-10) for beginners as it is no longer a DP subject
- Offer Thai B for students entering SS in Phase 3-4 (who may be ready for DP Thai A)
- They may continue an assessed Thai A or B course in the after school

- Ensure that the government requirement for Thai language and culture is met in SS
- Recruit English B teachers (whenever possible) to teach MYP and DP English B.

3. Procedures

- Review documentation of language backgrounds for current and new students
- Establish language profiles in our information system
- Review procedures for supporting new students to develop language pathways
- Review procedures for disseminating information about new students and their language profiles
- Review procedures for appropriate placement of students in language classes
- Review procedures for self-taught students (more than 5 in a language group)
- Evaluate the usefulness of the various language tests across the school - WIDA, SRI, ISA, LAS Links - do we need to all of them?
- Review the way the results of testing are being used to improve performance
- Evaluate language support for senior school (student feedback, co-teacher feedback)
- Review terminology and add to glossary (ESOL, AEP, ELL etc.)
- Develop a languages philosophy for each section of the school: EY, JS and SS
- Ensure that all teachers are supported to be 'language teachers'

6. Prem Languages practices

- Students will be supported to use and learn their mother tongue.
- Students will be provided with opportunities (from age 7) for sustained language learning in at least two languages
- English language learners will be supported for JS programme (ESOL Stage 1 - Stage 3) for SS programme (AEP level)
- Students whose MT is offered as a taught subject will be required to enrol in the study their mother tongue (unless there are exceptional circumstances)
- Language learning will be authentic and inquiry based
- ICT will be used for language learning support
- Resources will be reviewed to ensure they are appropriate for IB Programme updates

7. Mother tongue

- Students are allowed and (encouraged) to use their mother tongue to access the curriculum
- Students may communicate in any language outside the classroom, as long as they are socially inclusive
- Support for the teaching of mother tongue will be provided within the curriculum (resources permitting)
- The Mother Tongue coordinator will provide assistance for mother tongue teaching outside the timetable
- The librarian will ensure that students have access to reading books in a range of languages to support the mother tongues identified in the school (resources permitting)
- Prem will identify key languages for translation and interpreting

8. Prem Support practices

Prem will ensure that the on admission to the school, detailed information will be gathered and disseminated:

- Detailed language profiles will be compiled and maintained for individual students
- Language pathways will be planned in consultation with parents
- Information will be made available via the school's electronic information system
- Class sizes will be managed to ensure maximum support for multi-level English language classes (30% ESOL)

9. Prem Staffing practices

Prem will ensure that teachers are employed with experience and qualifications in the appropriate areas:

- Language A teachers (MT speakers of the language)
- Language B teachers (Qualified and experienced teachers of the language, not necessarily MT speakers)
- Teachers of ESOL/AEP
- Whole school Mother Tongue coordinator
- English B support teachers

10. Professional Development

- The school will provide regular opportunities for teachers and admissions personnel to understand and implement the Languages Philosophy
- Teachers new to international teaching will be provided with ongoing support
- Standardized testing will be regularly reviewed to ensure best practice

11. Language of Instruction: English

- English is the language of instruction across all four IB programmes
- Teachers will teach the academic language of their subject
- Support staff will use English with students in teaching and learning (unless mother tongue is needed for clarification)
- The PREM Style Guide will be used in all communications