



**THE AMERICAN SCHOOL**  
Developing Academic Excellence and Strength of Character

# Early Childhood Center & Elementary School Language Policy

## Review of Policies:

- Date: 19 March, 2025
- Staff members:
  - Ms. Lindsay Stanford, Grade 4 Homeroom Teacher
  - Ms. Hinda Khogali, Grade 5 Homeroom Teacher
  - Ms. Alison Bottcher, Grade 5 Homeroom Teacher
  - Mr. Dan Rodgers, ECCES Social Emotional Counselor
  - Ms. Laura Robins, Pre-Nursery Homeroom Teacher
  - Mr. Justin Hurst, Grade 4 Homeroom Teacher
  - Mr. Zachary Henson, Grade 2 Homeroom Teacher
  - Ms. Casandra Perry, PYP Coordinator
  - Mr. Garth O'Donnell, Executive Principal
- Next review date: January 2026



## Introduction

At TAS, we recognize that language is fundamental to learning, thinking, and communicating. It is the primary means by which students access the curriculum and engage with their peers and the broader school community. Our language policy outlines the principles and practices that guide the teaching and learning of language.

This policy applies to our primary section of The American School and is supplemented by protocols which set out the practices and approaches to use.

## Vision

Fostering language acquisition as a means to empower students to become confident multilingual global citizens.

## Mission

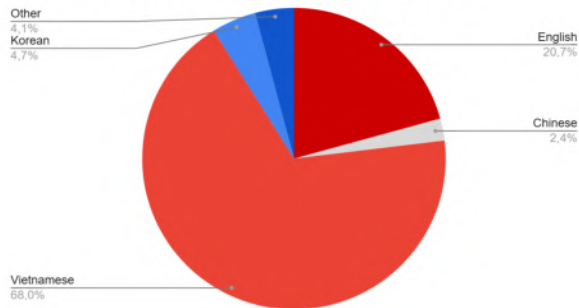
Develop English language proficiency enabling every student to have equal access to, and be equipped for, successful navigation of the rigorous TAS curriculum and the challenges of their future endeavors.

## Principles

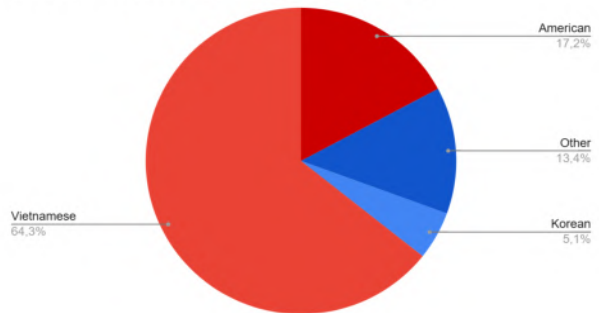
1. **Teacher Role:** TAS recognizes that all teachers are, in practice, language teachers with responsibilities in facilitating communication.
2. **Multilingualism:** We acknowledge that students come to our school with diverse linguistic backgrounds and experiences. We celebrate this diversity and aim to develop students' proficiency in multiple languages.
3. **Inclusive Practices:** We are committed to creating an inclusive learning environment that values and supports students of all language abilities. We strive to remove barriers to learning and ensure equitable access to the curriculum.
4. **Transdisciplinary Approach:** We integrate language learning across all subject areas, recognizing that language is the foundation for inquiring, constructing meaning, and communicating understanding.
5. **Authentic Experiences:** We provide students with opportunities to use language in meaningful, real-world contexts, fostering their communication skills and deepening their conceptual understanding.
6. **Collaborative Learning:** We encourage students to engage in collaborative learning experiences that promote the development of language skills and the exchange of ideas.
7. **Home/Personal Language:** Our library is designed to support development and maintenance of home and personal languages for all learners with a wide selection of foreign language books and a program of regularly adding new titles to our selection.

# Student Language Profile

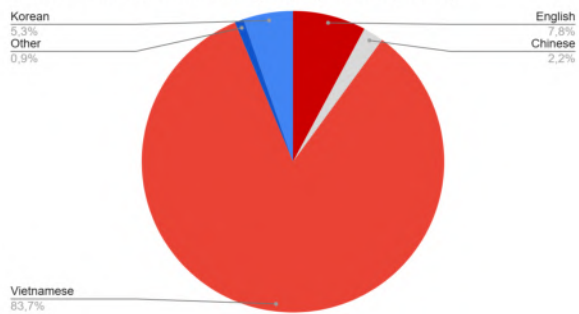
ECCES - Student Home Language [February 2025]



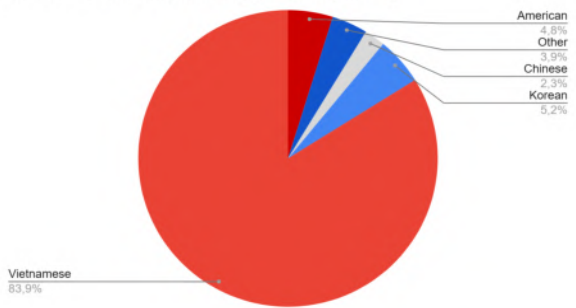
ECCES - Student Nationality [February 2025]



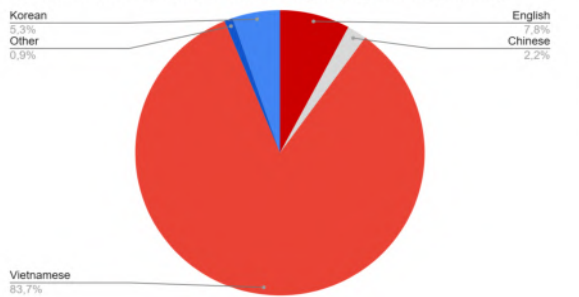
MSHS - Student Home Language [February 2025]



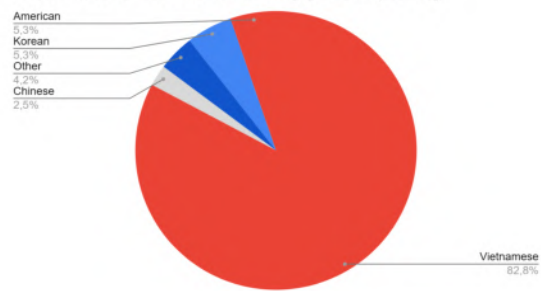
MSHS - Student Nationality [February 2025]



Whole School - Student Home Language [February 2025]



Whole School - Student Nationality [February 2025]



Other languages spoken include:

- Portuguese
- Malaysian
- Taiwanese

Other nationalities include:

- Australian
- Brazilian
- Canadian
- Czech
- Malaysian
- Taiwanese

## Demographics and Language Profile

The diverse demographics of our student body significantly influence our language profile and the implementation of our language policy. Currently, 82.8% of our students across the school speak Vietnamese as their primary language, while the remaining students communicate in languages such as Chinese, English, Korean, and others. This linguistic diversity enriches our educational environment and underscores the importance of fostering multilingualism.

### Insights from Demographics

1. **Cultural Awareness:** The predominance of Vietnamese-speaking students allows us to integrate local culture and context into our language instruction, promoting a deeper understanding of the community and its values.
2. **Multilingual Support:** With a significant number of students speaking various languages, our language policy emphasizes the need for resources and programs that support language acquisition in both the dominant and minority languages.
3. **Inclusive Curriculum:** The variety of languages spoken by our students encourages the development of an inclusive curriculum that respects and incorporates different linguistic backgrounds, fostering an environment where all languages are valued.
4. **Collaboration and Peer Learning:** The diverse language skills among students offer opportunities for collaboration and peer learning, where students can support one another in their language development, enhancing their overall learning experience.
5. **Language Development Goals:** The language profile guides our goals for language development, ensuring that we provide equitable access to language instruction that meets the needs of all students, regardless of their primary language.

By recognizing and embracing the linguistic diversity within our school community, we aim to create a supportive and enriching environment that values all languages and promotes effective communication among students, teachers, and families.

### Professional Development

We are committed to supporting the professional growth of our teachers in the area of language instruction. We provide ongoing training and collaboration opportunities that focus on:

- Effective strategies for language teaching and learning

- Differentiation and scaffolding techniques to support students of all language abilities
- Integration of language instruction across the curriculum
- Authentic assessment of language proficiency

## Language of Instruction

The primary language of instruction at TAS is English. This is the language used for teaching the core curriculum, as well as for school administration and communication with families. Each of the four strands include five phases and all language outcomes from the common core lend themselves to the phases which progress throughout the students' education.

Language Strands:

- Listening and Speaking
- Viewing and Presenting
- Written Language - Reading
- Written Language - Writing

## Additional Language Learning

In addition to the primary language of instruction, all students from pre-kindergarten at TAS are required to study Vietnamese (as an additional) language daily for one block of learning. Language acquisition lessons are integrated into the PYP curriculum, allowing students to develop proficiency in the target language while exploring transdisciplinary themes and concepts.

## Support for Mother Tongue Development

We recognize the importance of mother tongue development and its impact on a student's overall academic and social-emotional well-being. We encourage families to maintain and develop their children's mother tongue languages and provide the following support:

- Opportunities for mother tongue inclusion during the school day.
- Resources and materials in students' mother tongue languages to support their learning.
- Guidance and workshops for families on the importance of mother tongue maintenance and strategies for supporting it at home.

## Assessment and Reporting

Language proficiency is assessed using a variety of formative and summative measures, including:

- Standardized language proficiency tests (NWEA, MAP, and WIDA)
- Ongoing observations and anecdotal records
- Student self-assessments and reflections

- Performance-based tasks and projects

Language development is reported to families through student-led conferences, written progress reports, and other forms of communication

## Role of the community

- **Teachers**

Teachers have the right to design and implement language instruction that reflects the principles of the PYP and supports the diverse linguistic needs of all students. They are responsible for creating a language-rich environment, providing differentiated support to learners at various proficiency levels, and fostering an inclusive atmosphere that encourages language development. Additionally, teachers communicate effectively with parents/guardians about their child's language progress and support strategies.

- **Students**

Students have the right to receive instruction in English, the language of instruction at TAS and to access resources that support their language development. They are responsible for actively participating in language learning activities, practicing their language skills both in and outside the classroom, and seeking help when needed. Students are encouraged to embrace their multilingual identities and to use their language skills as a means of connecting with others in the school community.

- **Parents/Guardians**

Parents and guardians have the right to receive information about the language policy and their child's language development progress. They are responsible for supporting their child's language learning at home by providing opportunities for practice, engaging in conversations, and encouraging reading in their home language. By collaborating with teachers and the school, parents/guardians play a vital role in enhancing their child's language acquisition and overall educational experience.

## Pathway from grade 5 to grade 6

Throughout the year our grade 5 students are preparing for the increased demands of life in middle school. Students gradually receive more independence and responsibility for themselves and their learning. This increase in autonomy culminates in the Grade 5 Exhibition.

TAS wants to provide students with a practical application of the demands of middle school. Following the grade 5 Exhibition, grade 5 students each spend some time shadowing a Grade 6 student to understand the schedule, the classrooms, and the heightened expectations.

## Policy Integration

### Inclusion Policy

- Our inclusion policy outlines further support for language learners to be successful in their language of instruction.

#### Assessment Policy & Academic Integrity

- Our assessment and academic integrity policies further outline accommodations and support our students may receive to ensure their access to and success within the curriculum.

#### Admissions

- Our admissions policy outlines how we ensure necessary support of our students from the moment they begin classes at TAS.

#### **Conclusion**

At TAS, we believe that language is the foundation for learning, communication, and intercultural understanding. Our language policy is designed to nurture multilingual students who are equipped with the language skills and dispositions to become successful, responsible global citizens.