



Policy Title: Language Policy

Policy Section: Section 2 School Education Policy (SEP)

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Approval: School Director, School President

Review: School Boards

Publish to: Website, Staff and Student Handbook, School Handbook, Handbook Introduction

Chindamane has created an all-inclusive English Environment and is coordinated and encouraged by our school's administration and teaching staff. These values incorporate our schools' mission, vision, and school values. This policy started as a classroom-based English language policy but has now evolved into a school-wide English Language policy. Most of our subjects are taught in English and therefore, our schools' culture in common areas have become English only. We also do a large part of our activities in English. This policy is an ever-developing policy that we adapt based on the needs of our diverse school.

The Rationale

The rationale for having a clear Language Policy is as follows:

1. Academic: An English environment will:

- 1.1. Ensure all students can understand and respond to the English part of the school curriculum.
- 1.2. Enable all students to make a full contribution to a student-centered learning environment.
- 1.3. Supports students to pursue their academic interests through research and reading, as well as through discussion with teachers, peers, and other members of the school community.
- 1.4. enable all students to achieve and attain their highest potential in examinations.
- 1.5. help to promote the notion of English language learning being an important, exciting, and lifelong skill.

2. Social: An English Language Environment will:

- 2.1. help to nurture social inclusivity so that students of all nationalities will have guaranteed common ground.
- 2.2. help to contribute to a liberal community of learning.



- 2.3. help students to understand the importance of equal opportunities for all.
- 2.4. help students to learn in an environment that encourages and values linguistic risk-taking.
- 2.5. help to nurture the sense that language learning is fun and builds confidence.
- 2.6. broaden friendship groups.
- 2.7. widen opportunities for meaningful interactions with people of a variety of different countries around the world.

3. Cultural: An English Language Environment will:

- 3.1. Allow students to engage with peoples more fully and meaningfully from a diverse variety of cultures, belief systems and religions in line with our schools' diverse environment and global values.
- 3.2. Help students to develop tolerance of and empathy for a wide range of others' views by being able to speak, read and think in English.
- 3.3. Help students to develop an identity as confident and competent English language user.

4. Chindamane Graduates in an English Language Environment will:

- 4.1. Our English Language Policy helps students succeed in meeting and exceeding the English Language requirement of the worlds' top educational institutions.
- 4.2. Has the ability to succeed at International organizations and companies who use English as a language of communication and business

Student Expectations

In Practice, the School seeks to help all members of our Learning Community understand what an English Language Environment means via clear and concise communication of policies and the ongoing provision of professional development training.

The School respects all languages equally especially Thai, but we have a special responsibility to promote English in line with the School Guiding Statements, and our commitment to the parents of our school. This is because English is the language of instruction, the language used in a most of the curriculum, the language of most of our examinations, and the lingua franca of the world outside of this school: Chindamane School Program expects students to absorb this policy as and ensure the traditions and values of our school gets upheld.



1. For Students: The School requests that all students understand the following principles:

- 1.1. General English Language ability will improve if we take as many opportunities as possible to practice what has been taught and learned. To reach a high proficiency level in academic English - the language which is necessary for university and work -students need to be determined and motivated
- 1.2. Academic English will not improve just by coming to school.
- 1.3. It is unreasonable and unhelpful to expect those students for whom English is not their first language to sustain communication in-as well as study academic material in-English for the eight-hour duration of the school day.
- 1.4. The English language provides ‘common ground’ (due to its role as a lingua franca) for everyone in the school.
- 1.5. The English Language Environment needs to be framed and supported by clear, sensible, straightforward rules that are guided by relevant research in the field, rather than by personal opinion and prejudice, and are tailored, where necessary, to this specific setting;
- 1.6. Equally, a sensible and manageable English Language Environment policy requires some helpful and supporting guidelines that can contribute, along with a full measure of common sense, to the decision making of teachers and staff on a case-by-case basis.
- 1.7. the School’s Scholarship Policy will only commend students who demonstrably commit to the English Language Environment.

The Rules

The School insists that all students and staff abide by the following rules:

1. In class (except for Thai Studies and Modern Foreign Languages) and during registration periods, English shall be spoken at all times, unless the speaking of another language is part of a deliberate and clearly explained strategy or needs to be used briefly by students to check their comprehension of or application of academic principles, concepts or language. First/Other languages should not be allowed for casual conversation.
2. In moving between lessons in the school corridors, buildings and walkways, English should always be spoken.



3. In 'You-Time!' activities, sports excellence, music excellence and drama excellence English shall be spoken at all times unless the speaking of another language is part of a deliberate and clearly explained strategy or needs to be used

briefly by students to check their comprehension of or application of academic principles, concepts or language. First/Other languages should not be allowed for casual conversation.

The Guidelines

The School requires that all students respect the following guidelines:

1. Before school, break, at lunchtimes and after formal school commitments are finished for the day, students should choose a language that is appropriate to the situation.
2. During these times, if students meet a teacher, teacher assistant, school visitor or guest, English shall be spoken.
3. In conversation and play during these times, students should be highly sensitive to social groupings. If there are students in the group of differing first languages, English shall be spoken so that everyone feels included.
4. In public buildings (e.g. in Reception, the school's shop, the school's offices, the medical centre, the operations centre, the dining hall etc.), students should choose a language that is appropriate to the situation, remembering that if they are in the presence of a teacher, teacher assistant, school visitor or guest, English shall be the language of initial contact.



For Staff (Strict Enforcement of School Policy)

The School requests that all members of staff understand and endorse in their practice the following principles:

1. The creation of the English Language Environment and the full implementation of the policy is dependent upon the full and complete commitment of every member of staff in the school.
2. Every member of staff must be familiar with and supportive of The School Guiding Statements which relate to English Language.
3. The commitment of members of staff to the English Language Environment will be a central part of their Performance Management and one of its key “success criteria”;
4. Members of staff demonstrate their commitment to the English Language Environment through their planning, preparation, classroom delivery and marking.
5. Members of staff seek to promote the currency and value of the English Language Environment through prizes and rewards.
6. Members of staff understand and reinforce at every opportunity the English Language Environment.
7. Members of staff understand that they are role models for students and, consequently, support the English Language Environment through their own high standards and practices.
8. Members of staff commit fully to the School’s EAL-related INSET and seek to learn more about second-language acquisition through external Professional Development opportunities.
9. The School insists that all members of staff meet the following expectations:
 - 9.1. In all formal reports, accurate and detailed comments on the student’s commitment to the English Language Environment shall be made.



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9.2. In all Parent-Teacher Consultations, a central focus of each discussion shall be the student's commitment to the English Language Environment.

10. The School requires all members of staff to respect the following guidelines:

10.1. Before school, at the break, at lunchtimes and after formal school commitments are finished for the day, members of staff should choose a language that is appropriate to the situation.

10.2. During these times, if members of staff meet another teacher, school visitor or guest, English shall be the language of initial contact.

10.3. In parts of the school that has public areas (reception, finance, school offices, medical center, Canteen, dining hall auditorium etc.), members of staff should choose a language that is appropriate to the situation remembering that if they are in the presence of another teacher, school visitor or guest, English shall be the language of initial contact.



For Parents

The School fully appreciates its obligation to work with parents in making sure that the principles and practice of The English Language Environment are clear and well understood. The School requests that parents take time to understand the philosophy and practice of The English Language Environment and endorse through their parenting the following principles:

students will understand and appreciate the English Language Environment much more if its values and practices are reinforced regularly at home; 2. The English Language Environment can be promoted at home by creating an environment in which books written in English, and English Language media (internet radio, BBC podcasts, documentaries and films), have a position of prominence; 3. students will adapt much more quickly to the English Language Environment in school if parents understand the rationale for English Language Environment Policy and use this knowledge to help promote a love of English language learning outside of school; 4. students will respond to the English Language Environment if parents promote, as far as is possible, its practice when in school - just as we request students and members of staff to choose a language that is appropriate to the situation, so we would ask the same of parents.

The School requests that parents respect the following guidelines:

1. Time should be set aside each day for reading in English.
2. Time should be set aside regularly for interaction with English language media.
3. When discussing school reports and feedback from Parent-Teacher Consultations, special consideration should be granted to students' commitment to The English Language Environment.
4. The philosophy and practices of The English Language Environment should be supported, as far as is possible, during the school holidays so that English-language learning 'momentum' is maintained; if, during the holidays, families are able to spend time in English speaking countries, parents are requested to encourage students to read in English and converse with first-language English speakers



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The Message

1. Information

At the start of each Academic Year, The Principal will promote and explain The English Language Environment policy to all teachers/relevant staff. It is understood and accepted that the reinforcement of the policy, its message and its practices will be an important and permanent part of the school's training infrastructure. It is also understood that the Policy will, at regular and published points, be reviewed and revised considering developments in the field and in response to changes in this setting. Teachers' commitment to the policy will be affirmed through the Performance Management Policy and through the daily, rigorous, and ongoing support of school leaders (e.g. Senior Managers, Team Leaders, Heads of Year, Heads of Department etc.).

Once understood and accepted by all members of staff, the English Language Environment Policy's central messages will be presented to students formally in school assemblies and more informally via other channels (i.e at year-group assemblies/registration times etc.).

Parents will be informed in writing of the policy and then invited through the Chindamanee Parents' Association 'Tea and Topics' initiative and other media to comment freely and discuss the policy. Any suggestions for amendment will be brought into the published review procedure. A refined version of the policy will be made available to all parents and distributed to all new students and parents in the Welcome Pack.

Publicity

A permanent publicity campaign will promote the English Language Environment Policy throughout the school. The campaign will seek to use age-appropriate images and messages that are positive, supportive, and clear.



Rewards and Sanctions

The English Language Environment Policy is designed to be supportive of the school's philosophy, objectives, and needs. Consequently, it is intended that all students should feel rewarded for making significant and regular efforts to improve their English by adhering to the values and practices of this policy.

1. Formal Procedures:

1.1. school Leaders in both the Junior and Senior schools ensure that a willingness to conform to the English Language Environment Policy is recorded in formal reports to parents.

1.2. teachers comment specifically on students' commitment to the English Language Environment Policy in Parent-Teacher Consultations.

1.3. the willingness To Use English prize(s) guarantees public recognition of those students who have committed fully to the spirit of the English Language Environment Policy.

1.4. Teachers are asked to praise students regularly in Communication Books (Junior School) and Student Planners (Senior School), when appropriate, in order to ensure that a culture of praise between school and home develops in relation to the development of students' spoken English;

1.5. School Leaders (e.g. Year Team Leaders, Heads of Department, Heads of Year, Performance Managers etc.) are asked to sample teachers' contributions to the English Language Environment Policy.

1.6. Public events (e.g. school assemblies etc.) are identified as times where students can showcase their developing proficiency in spoken English.

2. Informal Procedures

It is acknowledged that the English Language Environment Policy is brought to life through the development of a whole school, daily conversation on the subject. Parents and teachers are encouraged to monitor and react appropriately in response to students' commitment to the policy before school, in the corridors, at breaks and lunchtimes, in 'You-Time!' activities. Measurement Each year, The Principal will bring together all of the available data into a report to the Board of Governors which, in turn, will be assimilated into The School Development Plans as appropriate.