



Tesla Education

Language Policy

“Through language, we understand the world — and one another.”

Our Commitment:

At Tesla Education, we believe language is more than a subject — it is the foundation of identity, connection, and understanding. This policy affirms our commitment to cultivating multilingual, reflective learners who communicate with confidence, empathy, and purpose — within their communities and across the globe.

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Vision

We envision a future where every student becomes a bold innovator, strengthening Vietnam through their contributions and leading globally with empathy and insight. Our school will be a hub of ideas that drive Vietnam's growth and inspire solutions for the world's challenges. We redefine education by blending local cultural pride with a global mindset, preparing students to shape a sustainable, inclusive future. In our environment, students explore the world beyond.

Mission

At Tesla Education, we seek to ignite curiosity, break barriers, and empower students to think boldly, take risks, and lead the future with purpose and passion. We cultivate fearless learners who dream big, challenge conventions, and innovate to advance Vietnam's development while addressing global opportunities and challenges. We nurture future pioneers who hold fast to local traditions yet are ready to collaborate and lead in an interconnected world. Together, we create a community where creativity, collaboration, and a commitment to progress drive every learning opportunity, ensuring our students shape the future of Vietnam and the global stage.

Core Values

At Tesla Education, we foster innovation and leadership, anchored by our core values:

- **Integrity:** Upholding honesty, commitment, and accountability.
 - **Growth:** Striving for excellence through active engagement, compassion, and empathy, promoting well-being.
 - **Community:** Embracing collaboration, open-mindedness, and global awareness.
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Beliefs and Principles

We nurture a community of learners, recognizing everyone's potential. Lifelong learning begins with curiosity, inquiry, and personal growth through knowledge and skills acquisition. Our principles are:

- **Engagement:** Active involvement and self-awareness.
 - **Risk-Taking:** Exploring new ideas, considering different perspectives, and learning from mistakes.
 - **Collaboration:** Thriving in safe, positive, and caring relationships.
 - **Inclusivity:** Engaging in meaningful, relevant, and challenging opportunities.
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INTRODUCTION

Purpose and Scope

Tesla Education (Tesla Education) is dedicated to promoting multilingualism by emphasizing the significance of language acquisition, including mother tongue, host country language, and other languages, to enhance intercultural respect and understanding. Our approach is in line with the guidelines set by the Vietnam MOET and IB, highlighting the role of language in preparing students to effectively engage with academic and social complexities within the global community.

The IB Learner Profile, listed below, is integrated into our daily life. These principles guide our students to act with integrity, take responsibility for their actions, and embrace diverse perspectives.

"The International Baccalaureate is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds."

(IB Language Policy, February 2014)

"The school places importance on language learning, including mother tongue, host country language and other languages."

(IB Program standards and practices. Standard A, 7, January 2014)

"Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue."

(IB Program standards and practices. Standard C3, 7, January 2014)

"Teaching and learning demonstrates that all teachers are responsible for language development of students."

(IB Program standards and practices. Standard C3, 8, January 2014)

1. Philosophy

Tesla Education is a multicultural international community with students from 6 distinct cultural backgrounds and teachers representing 11 nations. As a growing school aiming to accommodate up to 650 students within the next 5 years, language is a key component of our learning environment that supports our Mission Statement and Vision.

We believe that all teachers are language teachers, regardless of their subject specialization, and emphasize the important role parents play in the language learning process. Our language policy is in line with the principles of the IB, focusing on preparing responsible global citizens who value respect and tolerance for others.

Within our school community, we:

- Value all languages spoken by our community members.
- Encourage students to use language for communication, logical thinking, cultural identity, social skills, and values.
- Foster a language-rich environment to promote bilingualism and multilingualism, enhancing students' global citizenship and future opportunities.
- Recognize English as the primary language of instruction across all subjects, essential for accessing information and communication within our community and globally.
- Support students in developing their English language skills and provide training for teachers in effective English as an additional language (EAL) method.
- Respect and promote the Vietnamese language and culture as the host country's language.
- Emphasize the importance of mother tongue development for students' cognitive, emotional, and academic growth.
- Offer additional language acquisition to enhance personal growth, first language development, and international understanding, promoting bilingualism for effective language use in various contexts.

As language development is a continuous process from Early Years to Grade 12, we follow these strands to effectively teach students at Tesla Education:

Language Learning

Language teachers prioritize the development of oral communication by improving listening and speaking skills, written communication through reading and writing skills, and visual communication through visual and presentation skills. These skills are considered essential tools for effective communication across all subject areas.

Learning through Language

All teachers are considered language teachers with responsibilities in facilitating communication. Language is used as a communicative tool throughout the curriculum. All staff, including administrators, teachers, information centre staff, and other school staff, are trained to ensure that the language policy becomes an actionable statement and a working document.

Learning about Language

At Tesla Education, students are encouraged to excel in both English and their mother tongue languages.

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2. Linguistic Profile

Tesla Education aims to cultivate global citizens who can adapt effectively across cultures by encouraging students to learn multiple languages and develop a deep appreciation for diverse cultures.

We recognize that the language profile of each student is unique and dynamic, often shaped by social, cultural, and educational factors. At Tesla Education, we consider the student's language profile when planning support for language development, instruction, and assessment. We provide appropriate scaffolding to support student access to learning through English, as the language of instruction.

Tesla Education offers an English Language Learner (ELL) program for students who are not yet proficient in English. Based on the English language proficiency of students, differentiated language support is provided to help students achieve academic success.

To determine students' English proficiency levels, we employ the following assessments:

- **WIDA (World-Class Instructional Design and Assessment)**
- **MAP (Measures of Academic Progress)**
- **Internal formative and summative assessments**

Language acquisition support is offered based on MAP RIT ranges and ELL level placement.

English Language Learner (ELL) Program

The ELL program provides targeted instruction that supports language development in listening, speaking, reading, and writing. The goal is to help students gain the language skills necessary for academic achievement and full participation in the curriculum.

ELL students are grouped into levels based on their English proficiency and receive instruction accordingly. Teachers differentiate content and instructional strategies to meet students' language needs.

Tesla Primary ELL Levels

| Level | MAP RIT Range | Description |
|-------|---------------|---|
| 1 | Below 140 | Beginner – Limited comprehension; requires significant support. |
| 2 | 141–159 | Basic – Can understand simple sentences; needs guided support. |
| 3 | 160–179 | Intermediate – Can comprehend basic texts and instructions. |
| 4 | 180–194 | Proficient – Participates in classroom with minor support. |
| 5 | 195+ | Fluent – Fully integrated into mainstream classes. |

Tesla Secondary ELL Levels

| Level | MAP RIT Range | Description |
|-------|---------------|---|
| 1 | Below 170 | Beginner – Needs explicit instruction in all language skills. |
| 2 | 170–189 | Basic – Communicates in familiar situations; requires structured support. |
| 3 | 190–204 | Intermediate – Understands classroom English with scaffolding. |
| 4 | 205–214 | Proficient – Can work independently with occasional assistance. |
| 5 | 215+ | Fluent – Performs comparably to native speakers. |

Placement is determined by a combination of MAP scores, teacher observation, and classroom performance. Students are monitored and reassessed to ensure accurate placement and progress.

3. Mother Tongue Program

Tesla Education offers a Mother Tongue (MT) program for students at all levels, from Early Years to the Diploma Programme. We believe that maintaining and developing the mother tongue is essential to student identity, cognitive development, and academic success.

- Students are encouraged to develop their mother tongue alongside English and Vietnamese.
- The school supports students in developing oral and written literacy in their home language where possible.
- Parents are recognized as essential partners in fostering the use and development of the mother tongue at home.
- Mother tongue support can be embedded in inquiry-based units or offered through supplementary materials and home language activities.

Where a student's mother tongue is not Vietnamese or English, the school facilitates opportunities for students to engage with the language and culture of their heritage. We recognize the importance of students seeing themselves and their identities reflected in the curriculum and learning environment.

4. World Language Program

Tesla Education values language learning as essential for intercultural understanding, intellectual growth, and global engagement. Language acquisition is offered from Early Years through the Diploma Programme.

Early Years

Students are taught in English for all subjects and have the chance to further develop their native language through classroom interaction and collaboration with teachers and peers. Visual aids, gestures, and picture books are used to scaffold understanding. Vietnamese is taught as the host language. The EAL coordinator supports students in developing foundational English vocabulary and comprehension.

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Primary Years Programme (PYP)

The PYP subject scope and sequence for Language Acquisition includes three strands: oral communication, visual communication, and written communication.

- Students receive instruction in English and Vietnamese.
- EAL students receive language support based on their MAP levels.
- Vietnamese is taught through the MOET curriculum, aligned with IB PYP guidelines.
- Students also engage in additional language activities based on their language profiles and development needs.

All teachers incorporate strategies to support ELLs in accessing inquiry and developing language through concept-based learning. The EAL coordinator works collaboratively with classroom teachers to scaffold instruction and adjust assessment expectations.

Middle Years Programme (MYP)

In the MYP, students are placed in both MYP Language Acquisition and Language and Literature classes. Language instruction is aligned with MYP criteria and objectives.

- Students take English Language and Literature or English Language Acquisition based on proficiency.
- Students also take Vietnamese Language and Literature or Vietnamese Acquisition depending on mother tongue and proficiency.
- Language placement is determined by MAP results, WIDA scores, and teacher recommendation.
- Placement is reviewed annually and adjusted based on student growth.

Students are encouraged to work toward bilingualism or multilingualism by maintaining their mother tongue and acquiring at least one additional language. The goal is to support student success across content areas by strengthening language proficiency.

Exit Criteria and Evidence Examined

Students who achieve the highest levels in their end-of-year report cards and meet expected performance criteria on internal and external assessments (e.g., MAP, WIDA) may transition out of EAL support and into mainstream Language and Literature classes.

- Students exiting EAL must demonstrate proficiency in all four language domains: listening, speaking, reading, and writing.
- Evidence includes teacher observation, assessment results, and classroom participation.
- Exit decisions are made collaboratively by the EAL coordinator, homeroom teacher, and curriculum coordinators.

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Exemptions and Extraordinary Circumstances

If an MYP student requires additional ELL support beyond what is typically offered, parents may apply for an exemption from a second language requirement. These requests are evaluated on a case-by-case basis and approved by the IB Coordinator and Head of School.

5. Diploma Programme (DP)

In the Diploma Programme (DP), students entering Grade 11 are placed in the appropriate English course based on their MAP and WIDA scores, prior performance in the MYP, and teacher recommendations.

Students can take one of the following options:

- **English A: Language and Literature (HL or SL)** — for students who are fluent and proficient in academic English.
- **English B (HL or SL)** — for students who are still developing their academic English skills but can access the curriculum with scaffolding.

Placement is determined by:

- Prior MAP performance
- Internal assessments
- Teacher recommendations
- Performance in Language and Literature or Language Acquisition in MYP

Students are also encouraged to continue developing their Vietnamese language, either as Language and Literature (for native speakers) or Language Acquisition. Students whose mother tongue is neither Vietnamese nor English are supported in exploring options for School Supported Self-Taught Language A, in accordance with IBO regulations.

5.1 DP Language Pathways

Most students at Tesla take English B as their Language B subject due to their EAL background, while Vietnamese Language and Literature serves as their Language A. Students may opt for other Language A or B subjects through the self-taught route where appropriate and feasible. Placement is guided by previous MYP performance, language proficiency data (e.g., MAP results), teacher recommendations, and student preference, in consultation with the DP Coordinator and World Language team.

Language options in the DP are chosen not only to match student proficiency, but also to support university entry requirements, personal goals, and career aspirations. Counsellors and DP staff collaborate with families to ensure these choices are aligned with future planning.

DP students are also supported in the development of academic literacy across all subjects. Teachers are responsible for reinforcing subject-specific vocabulary, writing conventions, and critical reading skills necessary for success in the DP. These are addressed directly through classroom instruction and internal assessment preparation.

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Additionally, language instruction in the DP supports academic integrity. Students are taught research conventions, including paraphrasing, citation, and referencing. These skills are explicitly reinforced through the Extended Essay, Theory of Knowledge, and subject coursework to promote ethical academic practices.

Assessment of language learning in the DP is conducted using IB-published grade descriptors, marking schemes, and feedback strategies. Teachers track language development through both formative and summative tasks and use this data to inform final predicted grades and university references.

5.2 Review and Collaboration

The Language Policy is reviewed in consultation with DP staff, including language teachers, coordinators, and university counsellors. This ensures it reflects the evolving needs of the student body, language profiles, and IB expectations.

6. Importance of Host Country Language and Culture

Tesla Education values the promotion of the host country's language and culture. Vietnamese language and literature are taught to all students, with differentiation based on student profiles:

- **Native Vietnamese students** study Language and Literature (Vietnamese A), aligned with MOET and IB PYP/MYP/DP standards.
- **Non-native speakers** study Vietnamese as a language acquisition subject, with attention to practical communication and cultural appreciation.

The Vietnamese curriculum is designed to:

- Deepen students' understanding of local traditions, literature, and national identity
- Promote communication in formal and informal settings
- Build pride in Vietnamese heritage while encouraging global-mindedness

All students participate in Vietnamese cultural events, holidays, and service-learning projects that connect them to the host community.

7. Teaching and Learning at Tesla Education

Teachers at Tesla Education create teaching and learning situations that support students' success and language development across all programs. The belief that **"every teacher is a language teacher"** is a foundation of curriculum planning and delivery.

Language is considered a transdisciplinary tool to support inquiry, comprehension, collaboration, and communication.

Teachers are expected to:

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- Plan using the language strands: oral, visual, and written
- Use formative and summative assessments to track language development
- Differentiate instruction to meet the needs of ELLs
- Integrate language support across the curriculum, not just in Language Acquisition classes
- Encourage multilingualism and respect for linguistic identity
- Provide opportunities for students to reflect on language use and development
- Foster academic and social language in context

Collaboration between homeroom teachers, subject teachers, EAL support staff, and curriculum coordinators is essential. Ongoing professional development is provided to enhance language teaching capacity and to align with IB best practices.

At Tesla Education, teachers of languages are expected to:

- **Understand their students:** Recognize the unique language backgrounds and needs of each student; tailor instruction accordingly.
- **Encourage lifelong literacy:** Inspire students to develop a love of reading and writing in multiple languages.
- **Plan for effective learning:** Align instruction with IB expectations; set clear, achievable language learning goals.
- **Create a challenging learning environment:** Offer authentic, engaging tasks that promote critical thinking and creativity.
- **Assessment and future planning:** Use data from assessments to monitor progress and inform instruction.
- **Demonstrate dedication:** Continuously reflect on their own teaching and pursue professional development.
- **Continuous improvement:** Seek feedback and remain informed about current best practices in language education.
- **Support the school and community:** Contribute to a school culture that values multilingualism, inclusion, and intercultural respect.

Review Cycle

This policy will be reviewed and updated at **24-month intervals** by the Head of School and relevant academic coordinators, in consultation with teaching staff and parents where appropriate. Feedback from IB Programme Evaluations, student outcomes, and staff insights will inform policy refinement. The next review is scheduled for **July 2027**.

Version & Date

| Version | Policy Number and Title | Policy Owner and Edited By | Next Review |
|---|-------------------------|---------------------------------------|------------------------|
| Version 1.15 – July 2024 Version 2 – July 2025 | TE. 09, Language Policy | Head of School, Secondary Coordinator | July 2026 July 2027 |

(This Policy was developed with the assistance of ChatGPT 3.5 technology)

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9. References

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