



EXPLORE —
— REFLECT
APPLY —

World Language Policy 2025-2026



**KOREA KENT
FOREIGN SCHOOL**

Elective Division

World Language Policy

Updated August 2025

Rationale

The purpose of foreign language education at KKFS is to cultivate linguistically capable and culturally aware global citizens, equipping learners with essential communication skills, cognitive benefits, and cross-cultural understanding that will enhance their personal growth, academic success, and future opportunities in an increasingly interconnected world.

Mission Statement

To **explore** communication in languages other than English, **reflect** on the function of language in their own culture and beyond, and **apply** foreign language skills outside of KKFS walls.

Aims and Objectives

At KKFS we aim to;

- Cultivate **creativity** and innovation by encouraging students to communicate and problem-solve in another language through authentic, real-world tasks.
- Foster **culturally empathetic** perspectives by immersing students in the customs, traditions, and viewpoints of different cultures.
- Build strong **communication** skills by developing proficiency in listening, speaking, reading, and writing in the target language.
- Encourage **mindfulness** by promoting reflection on the value of multilingualism and the connections between languages and cultures.
- Integrate **technology** to provide opportunities for interactive language practice and cultural exploration.
- Promote **critical thinking** by challenging students to interpret meaning, compare languages, and understand cultural nuances.

Academic Standards

KKFS's World Language curriculum is based on the [American Council on the Teaching of Foreign Languages \(ACTFL\) standards](#).

Inclusion

KKFS World Language is designed to be inclusive and accessible to all students, including English Language Learners (ELLs). We recognize the diverse linguistic backgrounds of our student body and view this diversity as an asset to our learning community.

- Differentiated instruction will be provided to meet the needs of all learners
- ELL students will be supported without discrimination, recognizing their unique strengths and challenges
- Cultural backgrounds of all students will be valued and incorporated into learning experiences
- Accommodations and modifications will be made as necessary to ensure equitable access to the curriculum

World Language in the 5-12 Classroom

World Languages offered in Elementary School (Not including ELL):

- Mandarin
- Spanish

World Languages offered in Middle School (Not including ELL):

- Mandarin
- Spanish

World Languages offered in High School (Not including ELL):

- Korean
- Mandarin
- Spanish

Students in Grade 5 at KKFS have the unique opportunity to take one semester of Mandarin and one semester of Spanish, therefore exposing them to multiple foreign languages at an early age. In addition to learning the basics of each language, it is appropriate that interdisciplinary content, such as geography and cultures of the corresponding foreign language world, be covered. For example, students will go over forms of greetings and the manner in which they should be used in different situations. Basic building blocks of language include the study of the alphabet and the application of words and phrases meant for real communication.

The Middle School elective class schedule currently allows for 1 class hour/week for world language. Students select either Mandarin or Spanish to study in Grades 6-8. New students in Middle School will make their selection after experiencing one class of each world language. Once students have made their selection of world language, they are **not** allowed to switch until they reach high school. This policy ensures a continued progression of world language proficiency throughout Middle School and aims to provide a solid foundation of the language once they reach High School.

In High School, 1 credit of foreign language is a graduation requirement, while 2 credits of the same world language are recommended for university-bound students.

World Language in the KKFS classroom is interactive, interdisciplinary, and inclusive. Lending on early social development theories of Alberto Bandura, Lev Vygotsky, and Jean Piaget, we believe interaction is crucial in language learning because it provides authentic contexts for communication, allowing learners to practice real-world language use, develop pragmatic skills, and understand nuanced cultural communication patterns. Utilizing 21st-century resources and native speakers at KKFS and in the wider Seoul community, students target pronunciation, comprehension, and fluency while simultaneously building confidence and developing the social-emotional skills necessary for effective cross-cultural communication in today's interconnected world.

By the end of high school, students should be able to demonstrate mastery of the school's SLOs in World Language:

- **Critical Thinking**
 - Developing strategies to understand, analyze, and evaluate spoken and written texts in the target language.
 - Encouraging students to solve language-based problems, such as interpreting meaning from context and making inferences.
- **Technology**
 - Using digital tools, apps, and online resources to practice language skills, collaborate, and demonstrate learning.
 - Learning how to research, create, and share work in the target language while building digital literacy.

- **Cultural Empathy**
 - Exploring diverse cultures, traditions, and perspectives of communities where the target language is spoken.
 - Learning to communicate respectfully across cultures, promoting inclusion and valuing diversity.
- **Communication**
 - Developing proficiency in speaking, listening, reading, and writing in the target language to express ideas clearly and confidently.
 - Practicing collaborative discussions, presentations, and projects to enhance verbal and nonverbal communication skills.
- **Mindfulness and Creativity**
 - Encouraging reflection on personal language growth, setting goals, and celebrating progress.
 - Using creative projects, storytelling, role-playing, and multimedia to express ideas, emotions, and experiences in the target language.

In a world language classroom, a student-centered approach makes learning more exciting and meaningful. Students learn best when they can actively use language in real situations that interest them. This method helps students see language as a way to connect with others, not just as a subject to memorize. By experiencing language through engaging, interactive activities, students become more motivated and confident in their ability to communicate.

In addition to learning the basics of each language, it is appropriate that interdisciplinary content such as geography and cultures of the corresponding foreign language world be covered. For example, a multimedia documentary exploring the cultural significance of a specific language's idioms, tracing historical origins and contemporary usage through interviews with native speakers within our community, archival research, and creative visual storytelling. This type of learning would cross boundaries between linguistics, anthropology, history, and digital media production, allowing students to deeply engage with language as a living, dynamic form of cultural expression.

English will be used as the medium of instruction, aiming to balance high academic achievement with world language proficiency. As students become more proficient, the target language will naturally be increasingly used.

Mandarin in Elementary School Grade 5

Compared to Spanish, Mandarin courses require more time for basic classes. Chinese has two different systems of sound and characters. There may be more than 20 Chinese characters for one pronunciation, plus four different tones, making the pronunciation more complicated.

The courses in the fifth grade include learning

- Pinyin
- Greetings
- Self-introduction
- Colors
- Understanding Peking Opera
- Making Peking Opera masks
- Numbers

Resources include:

- Chinese Made Easy for Kids - textbook and workbook
- Flash Card
- Video

- Quizlet
- APP: echinese
- Basic art materials

Mandarin in Middle School (Grades 6-8)

The middle school curriculum is a weekly course. Since only some students have studied Chinese in grade 5, grade 6 still starts with basic pinyin and numbers. Grades 7 and 8 continue from where they left off in the previous year.

Topics covered in Grades 6-7

- Pinyin, Greetings
- Self-introduction
- Colors
- Numbers
- Family member
- Uniform
- Animal
- Fast food
- Fruits & Vegetables

Topics covered in Grade 8

- Stationery
- House, My Room
- Where do you live?
- Birthdays
- Animals

Resources include:

- Chinese Made Easy for Kids Level 1, Level 2 - textbook and workbook
- Flash Cards
- Videos
- Quizlet
- Google Classroom
- Basic art materials

Mandarin in High School (Grades 9-12)

The high school curriculum is divided into Mandarin I, II, III, and AP classes.

- Mandarin I - *Chinese Made Easy 1*
- Mandarin II - *Chinese Made Easy 2*
- Mandarin III - *Chinese Made Easy 3*
- AP Chinese - echinese online book

Mandarin II and III, and AP require teacher approval, which may require a level test.

Resources include:

- *Chinese Made Easy* - textbook and workbook
- Flash Card
- Video
- Quizlet

- echinese online book
 - Slow Chinese
 - Laptops/tablets
 - Student workbook (student-owned)
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Spanish in Elementary Grade 5

Behind Mandarin, Spanish is the second most native spoken language in the world. In Grade 5 Spanish, each class will have language targets that include essential vocabulary, grammar, and practical activities.

The 16 classes will be planned accordingly:

- Week 1: Why learn Spanish?
- Week 2: Where is Spanish spoken?
- Week 3: The Alphabet
- Week 4: Numbers
- Week 5: Colors
- Week 6: School
- Week 7: Family
- Week 8: Food
- Week 9: The City
- Week 10: Animals
- Week 11: My House
- Week 12: Music
- Week 13: Movies
- Week 14: Clothes
- Week 15: Hobbies
- Week 16: Self-introduction

Resources include:

- Basic art materials
- Duolingo
- Realia
- Individual student whiteboards
- Canva presentations
- Digital content on YouTube

Spanish in Middle School (Grades 6-8)

In Middle School Spanish, students learn from the Spanish textbook, *¡Avancemos! 1*. Grade 6 starts from the beginning, and Grades 7 and 8 continue from where they stopped the previous year. Students who enter KKFS in Grades 7 or 8 are supported with differentiated activities to assist them in leveling up with their peers.

Resources include:

- Textbook *¡Avancemos! 1* (school-owned) and student workbook (student-owned)
- Google Classroom and Google Docs/Slides/Sheets
- Laptops/tablets
- Canva presentations
- Realia
- Basic art materials
- Individual student whiteboards

- Digital content on YouTube

Spanish in High School (Grades 9-12)

In High School Spanish, students learn from the Spanish textbook series *Realidades*.

- Spanish I - *Realidades 1*
- Spanish II - *Realidades 2*
- Spanish III - *Realidades 3*

Spanish II and III require teacher approval, which may require a level test.

Resources include:

- Textbook *Realidades* (school-owned) and student workbook (student-owned)
- Google Classroom and Google Docs/Slides/Sheets
- Laptops/tablets
- Canva presentations
- Realia
- Basic art materials
- Individual student whiteboards
- Digital content on YouTube

Korean in High School (Grades 9-12)

In High School Korean 1, students start from the Korean textbook, *Let's Learn Hangeul! Beginner's Book*. They continue to learn *서울대 한국어 I (Seoul National University Korean 1)*.

Topics covered in Korean 1 include:

- Hangeul Vowels and Consonants, Greetings, Numbers, Family, Date, Time, Unit, Location, Verb Tenses, Interrogative Pronouns
- Korean Traditional Music, Art, and K-pop, Food, Games, Holidays, National Symbols, Costumes, History of Hangeul

Resources include:

- Korean textbooks:
 - *Let's Learn Hangeul! Beginner's Book*
 - *Seoul National University Korean 1- Students book and practice book*
- Google Classroom
- Laptops/tablets
- Canva
- Quizlet
- Audio/Video
- Art supplies

Approaches to World Language

Instructional Methods

- Explore
 - *Immersive storytelling*

- Exposing students to authentic stories, folktales, and videos from target-language cultures.
- *Vocabulary discovery activities*
 - Games and context clues to build word knowledge organically.
- *Cultural celebrations*
 - Exploring traditions, music, food, and customs through projects and events.
- *Language scavenger hunts*
 - Finding target-language words and phrases in real or virtual environments.
- *Interactive technology tools*
 - Using apps or online games to explore pronunciation, grammar, and listening skills.
- **Reflect**
 - *Language learning journals*
 - Recording new vocabulary, grammar patterns, and cultural insights while reflecting on personal progress.
 - *Peer dialogues*
 - Structured partner conversations followed by feedback to improve fluency and comprehension.
 - *Cultural comparisons*
 - Reflecting on similarities and differences between students' native culture and target-language cultures.
 - *Self-assessments*
 - Students evaluate their speaking, reading, writing, and listening skills at checkpoints.
 - *Analyzing authentic texts*
 - Reflecting on meaning and usage from songs, poems, or short articles.
- **Apply**
 - *Role-playing scenarios*
 - Applying language skills in practical contexts like shopping, traveling, or dining out.
 - *Project-based presentations*
 - Demonstrating language skills through research on cultural topics and presenting in the target language.
 - *Conversational tasks*
 - Applying learned grammar and vocabulary in live discussions with teachers or peers.
 - *Writing assignments*
 - Composing letters, short essays, or dialogues in the target language for real audiences.
 - *Community engagement*
 - Using language skills to interact with native speakers through interviews, exchanges, or field trips.

Monitoring & Evaluation

At KKFS, the World Language department uses the [World-Readiness Standards for Learning Languages](#), provided by the American Council on the Teaching of Foreign Languages (ACTFL), which use the 5 C's as core components of teaching and learning:

Goal Area	Indicator	Standard
Communication	Communicate effectively in more than one language in order to function in a	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

	variety of situations and for multiple purposes.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
		Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Cultures	Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
		Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
		Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
		Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Communities	Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
		Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

KKFS World Language teachers monitor and evaluate the World-Readiness Standards for Learning Languages using a comprehensive and strategic approach. Effective approaches to monitoring and evaluation require documented knowledge of who learners are and how they approach learning, resulting in a differentiated approach in each classroom.

Evaluation Methods

- **Digital portfolios**
 - Collections of student work showing progress, reflection, and mastery over time.
- **Rubric-based evaluations**
 - Structured scoring guides that clearly define performance criteria for assignments or skills.
- **Formative and summative assessments**
 - Ongoing checks for understanding and end-of-unit evaluations to measure learning outcomes.
- **Performance-based tasks**

- Real-world or simulated activities where students demonstrate applied skills.
- **Self and peer assessment opportunities**
 - Students evaluate their own or classmates' work to build reflection and feedback skills.
- **Technology**
 - Language learning platforms (Duolingo, Babbel, Memrise, HelloChinese, etc.)
 - Digital assessment tools (Kahoot, Mentimeter, Edpuzzle, Gartic Phone)
 - Multimedia assessment (Google Docs/Sheets/Forms/Slides)
 - Online language resources (Rae.es, SpanishDict, Chineseclass101, etc.)
 - AI integration (TalkPal, LangoTalk, etc.)
- **Observation Checklists**
 - Tools teachers use to record evidence of specific behaviors, skills, or learning objectives during activities.

Evaluating the 5 C's

Communication

What to assess

- Interaction in meaningful conversations
- Ability to understand and interpret spoken and written language
- Presentation of information, concepts, and ideas to an audience

How to assess

- Creating rubrics for oral communication that assess:
 - Vocabulary usage
 - Pronunciation
 - Ability to respond appropriately in context
- Designing written assessments that evaluate reading comprehension and written expression
- Using performance-based assessments like role-plays, presentations, and collaborative dialogues

Cultures

What to assess

- Proper understanding and engagement in cultural practices
- Understanding of cultural perspectives
- Making connections between language and cultural context

How to assess

- Comparing cultures in project-based learning
- Writing reflective journals about cultural discoveries
- Giving multimedia presentations exploring cultural traditions
- Observing cultural sensitivity and awareness in checklists

Connections

What to assess

- Connection of language learning to other subject areas
- Usage of the language to acquire information
- Reinforcement and expansion of knowledge of other disciplines

How to assess

- Designing interdisciplinary projects
- Researching assignments using target language resources
- Connecting language learning using reflective writing
- Using content-based assessments that integrate language and academic content

Comparisons

What to assess

- Recognition of language structures and patterns
- Understanding of cultural similarities and differences
- Development of metalinguistic awareness

How to assess

- Comparing language structure and patterns
- Reflective writing about linguistic and cultural nuances
- Interacting in activities that highlight language and cultural comparisons

Communities

What to assess

- Application of world language beyond the classroom
- Interaction with diverse communities outside of KKFS
- Development of global citizenship skills

How to assess

- Doing virtual or in-person cultural exchange projects
- Reflecting on community engagement
- Showcasing language use outside classroom in digital portfolios
- Making self-assessment logs about language learning goals