

Brent International School Subic

Language Policy

Revised March 2014

Policy

Brent International School Subic upholds the principles of bilingualism and multilingualism in reverence for individual esteem, social accessibility, and cognitive ability. We recognize the continuing development of the mother tongue in social and academic settings. While ensuring the growth of the first language, the school is committed to using English, the language of instruction, in achieving academic success in all content areas. At the same time, English is encouraged to be used in the social settings when informal discourse transpires. With mutual respect, we provide avenues for the maintenance and inclusion the native language and culture in the scholastic institution and in the community.

Procedure

Thus, Brent International School Subic's strategy for success of language development is:

- a. To provide language support to students from non-English speaking background
- b. To provide continuing support for former ESL students in the mainstream
- c. To continue the awareness for all teachers, regardless of subject matter, of their responsibility as teachers of language
- d. To encourage parents to help in the maintenance of pride and the development of skills in mother tongue.

ESLRs

Living in an international community only heightens the value and importance of language in achievement of Brent's Expected School Learning Results (ESLRs). We maintain that we produce students who

- a. articulate thoughts clearly
- b. demonstrate understanding of their audience
- c. take responsibility for their message
- d. demonstrate the ability to listen actively
- e. Use a variety of communication skills.

IB Learner Profile

Further, the IB Learner Profile emphasizes the development of language among students who are

- a. Inquirers – knowing more than one language, a student can inquire more effectively and broadly
- b. Knowledgeable – certainly, one become more knowledgeable of cultures speaking several languages

- c. Open-minded – seeking and evaluating other points of view becomes more effective according to the number of languages used
- d. Communicators – able to express ideas confidently and creatively in more than one language and in a variety of modes of communication

Practices to Relating to Language Teaching and Learning

Brent adheres to the following practices, which were developed primarily for the ESL program, but are adapted for all language instruction where appropriate. We practice:

- a. the teaching of both basic interpersonal communicative skills and cognitive academic language proficiency
- b. the development of macro-skills of listening, speaking, reading, and writing in meaningful context
- c. instilling an understanding of phonology, morphology, syntax, and semantics
- d. helping students acquire skills in writing and reading varied texts with varied conventions of structure, organization, and appropriate language
- e. concurrent and content-based instructions consistent with the core curriculum of the school
- f. sheltered instruction where both the teaching of content and language are the goals of the program
- g. immersion and gradual mainstreaming which allow the students the opportunity to perform with peers
- h. advocating that all subject teachers raise awareness of the language demands of their specific subjects
- i. collaborative instruction in which teaching of ESL students is shared responsibility of all teachers.