



Language Policy

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I. Introduction

The Institution believes that language plays a central role in learning. We learn a language, learn about a language and learn through language. It scaffolds the learning all throughout disciplines and transdisciplinary themes. It helps us engage with the world and shape ourselves as individuals, as lifetime learners, and most importantly, global citizens. Language is developed through different forms of communication and interaction with all the members of society.

It is the role of the school to be one of the best communities where the diversity of languages, and cultures, are respected, shared, appreciated, and celebrated. Teachers, together with all the members of the school community are all language teachers and learners at the same time.

This language policy is based on the language philosophy of IB, developmental readiness, and the survey conducted on the learners of The Manila Times College of Subic (TMTCS), S.Y 2020-2021.

I. Agreements on Language Practices

a. Shared Language

English is the accepted shared language of TMTCS. Known as the school's *lingua franca*, it is the medium of instruction and the language which the community members use to communicate. However, we anticipate that there will be learners who will need help with communicating in English. These learners will be required to take an English language support class.

b. Multilingualism

The institution promotes multilingualism thus encouraging learners to learn different languages. This is a way to promote international-mindedness in the community. The school curriculum offers language learning opportunities in Filipino (the host country's language) and an additional language: Mandarin. Mandarin is embedded in the school's curriculum for learners aged 6 (1st grade) and above. Learning opportunities are not limited to grammar and vocabulary, but also include the culture of the countries where the said languages are considered as its mother tongue.



PYP Mandarin classes are divided into two. Beginners' classes are for learners who have spent 0-3 years in Mandarin classes. Advanced Mandarin classes are for learners who have spent 3-6 years in Mandarin classes. Proficiency exams also help teachers in placing learners in classes. Mandarin is a part of the transdisciplinary units and a subject-specific unit.

Learners are encouraged to take Mandarin language certification, Hanyu Shuiping Kaoshi, or HSK 1 after the completion of the Advanced Mandarin Classes.

c. Home Language Support

The institution recognizes the learner's home language as a way to show personal identity and reinforces their cultural heritage. It serves as a foundation for learning additional languages. In connection with this, Filipino, being the host country's home language, is embedded in the curriculum as a subject for primary levels as required by national standards. The learners are allowed to speak in their home language during an informal situation, provided that they do not cause gaps from different language communities. Filipino is also encouraged during school programs where languages are given importance such as the Philippine celebration of *Buwan ng Wikang Pambansa* (National Language Month), and other languages during the International Week Celebration.

d. Enrollment Conditions

The institution permits the enrollment of both English and non-English-speaking learners. Non-English-speaking learners will need to fulfill additional requirements before mainstreaming in regular classrooms. These additional enrollment requirements are the following:

- A series of English language assessments will be conducted upon official enrollment. This is to identify the learners' level in using the English language.
- Students will need to undergo English Support Classes prior to mainstreaming.
- Learners will be required to undergo after-school English Support Classes if recommended by the English Support Language teacher.
- Students will have in-class support where they will be assisted by the teacher in activities.



e. English Support Classes

This class is a prerequisite for non-English speaking learners and learners who lack proficiency in using the English language. This class aims to expose the learner to conversational and written English at a level appropriate to their age. The length of the program will vary based on their proficiency as shown in the assessment result.

The support classes also introduce the learner to translanguaging. Translanguaging is used to make connections between a learner's home language and the school's shared language.

II. Roles and Responsibilities

Learners

Learners are expected to speak in English during class and are allowed to speak their mother tongue with their peers in informal settings. They are expected to use proper language at all times and follow the Classroom Language Policies they developed collaboratively.

Parents

Parents are encouraged to develop their child's language skills at home through communication and other family activities.

Teacher

IB teachers understand that language is a paramount aspect of a meaningful inquiry. It is used to effectively communicate and learn about all the units of inquiry. In line with this, teachers are to encourage proper usage of the languages in the community, including additional languages offered in the institution. Teachers are expected to model proper language use in instructions, feedback, and varied correspondence.

Teachers provide opportunities for language learning and employ strategies for translanguaging. Our aim is to build an active translanguaging classroom in the school community.



Librarians

The school librarian is expected to provide opportunities for language learning by choosing appropriate resources on the web or in print related to the inquiry process and other interests. Resources procured differ in genre, cultural settings, Lexile levels, and language.

III. Evaluating the Language Policy

The Language Policy will be reviewed annually every academic year with the school community representatives to evaluate its effectiveness.

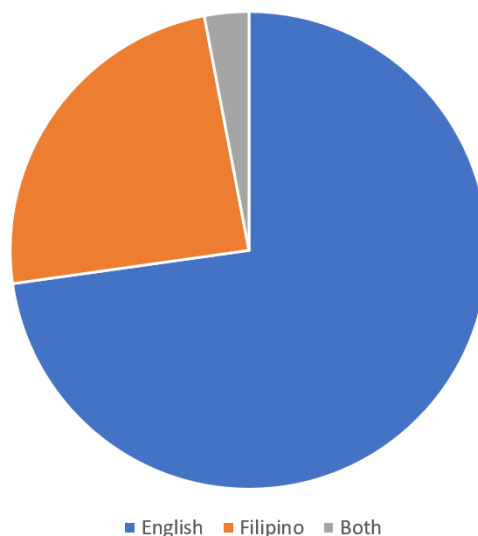
IV. Appendices

Appendix 1 - Link to google form: <https://forms.gle/ihJejv3cVLDYKkvc8>

Appendix 2

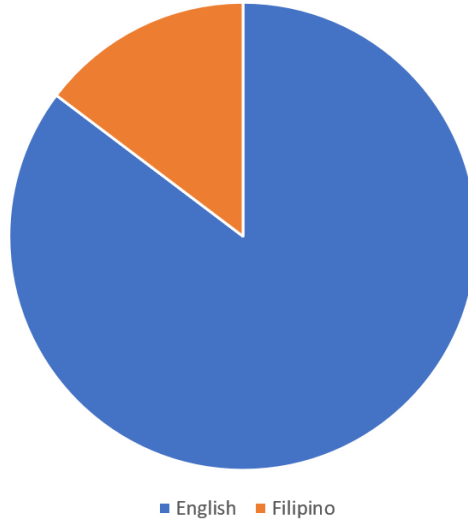
Language Preference of The Manila Times College of Subic Learners (S.Y 2020-2021)

The language I am most comfortable in speaking is

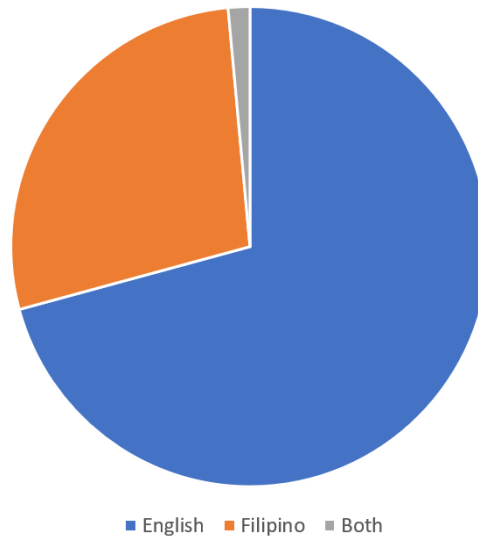




The language I am most comfortable in writing is

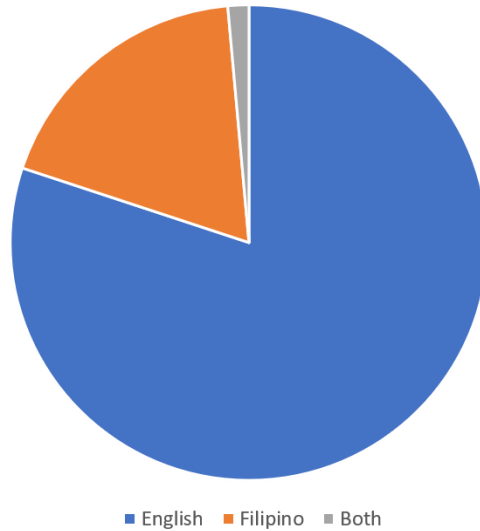


The language I use to communicate with my family is mostly

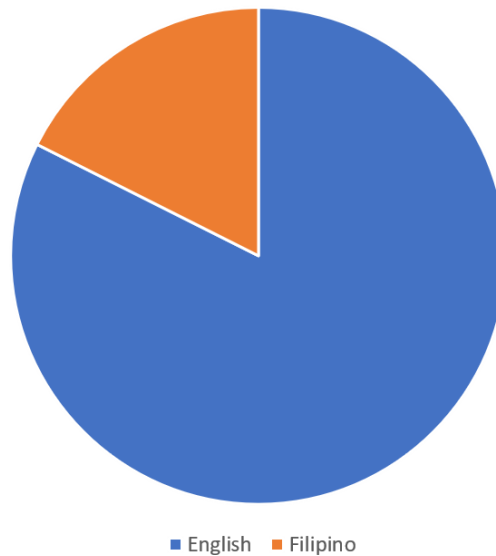




The language I use to communicate with my friends is mostly



I can learn easily when communicating in





The Manila Times College of Subic

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2022

V. Bibliography

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