



NIS Language Policy

Philosophy:

Every step of the way at NIS, the language needs of students is a top priority. Curriculum is established to move students forward in foreign language studies and, if needed, with English language acquisition (the language of instruction). Moreover, opportunities are provided for students to express and enrich themselves with activities conducted to support their mother tongue as well as the host country's culture.

The ultimate goal is for students to be able to communicate effectively. Effective communication strategies nurture the students' socialization, making them more confident to express their thoughts and feelings. This also leads to better collaboration with their peers. Fluency in communication builds confident and knowledgeable learners, who are able to think critically and explore possibilities.

THE NIS COMMUNITY LANGUAGE PROFILE

Language of Teaching and Learning	Language and Literature: English Language Acquisition: Mandarin and Spanish
Language of Instruction in the classroom	English
The range and types of mother tongue and other languages in the community	As of the time of writing, the following languages are represented in our population: English, Filipino, Korean, Chinese, Dutch German, Armenian, Japanese, Bulgarian, Hindi English- 43%

	<p>Korean- 27.2% Filipino-20.6% Others- 9.2%</p> <p>The information above, was gathered based from a survey done for the school year 2021/2022</p>
--	--

ENGLISH LANGUAGE ASSESSMENT

Students are holistically assessed in English and, if needed, placed in English courses that are geared toward maximizing student achievement - and maximizing accessibility to all curriculum. Students enrolling at NIS in grades 6-10 are assessed in English speaking, listening, reading, and writing. These assessments are conducted under the supervision of the ESL Teacher. Based on assessment results, students who are deemed to lack academic English proficiency for their respective grade levels are properly endorsed to the subject teachers, in order to provide appropriate classroom support.

Students whose first language is not English may benefit from one or more of the following strategies:

visual aids, graphic organizers, demonstrations, dramatization, small, structured collaborative groups (Learning in a language other than mother tongue in IB programmes, April 2008)

In cases, where additional support is needed, the students will be referred to the ESL teacher for further evaluation and guidance.

ESL PROGRAM FOCUS AND LEVELING

ESL classes are geared toward accommodating a broad range of ages and ability levels among its students. The leveling of classes varies, based on the varied levels of students as they enroll in NIS. Scheduling is organized for students to receive the best instruction according to their ability levels. Barring extenuating circumstances, students are grouped as closely as possible by age. ESL instructors collaborate, communicate, and plan lessons to build a balanced curriculum for all students. The ESL flow chart document explains the step by step process of the ESL program followed by the school.

LANGUAGE AND LITERATURE IN ENGLISH

Language and literature classes are split into “Literature” and “English Language Arts” to maximize the active use as well as to ensure neither portion is favored over the other. English proficiency allows students to communicate and connect in our global society, so our classes encourage students to engage with their topics and each other. Collaboration is a key pillar to personal and professional development for our students, so they will engage with the language

both informally and through more regimented means. Aside from papers and grammar worksheets, mastery of English will allow for clearer understandings of other subjects as well as the people around them. Students will also learn more analytical skills that will allow them to think critically about problems they will encounter, as well as formulate possible solutions. From here, students will be able to articulate their own opinions and develop problem-solving skills that will extend from school into the wider world.

LANGUAGE ACQUISITION COURSES

NIS offers the following Foreign language courses for years 6-10:

1. Mandarin
2. Spanish

Upon entry of the student, they will have the opportunity to choose the language acquisition class they wish to take. An assessment test will be administered to determine the student's level and placement for the specific language class.

Students from 6-8th will be divided into 2 categories, which are the Phase 1 (Emerging/Beginning) and Phase 2 (Capable/Proficient) depending on the result of their assessment. Students from 9th-10th grade will also be grouped the same way.

LIBRARY SUPPORT OF LANGUAGE LEARNING

NIS recognizes the importance of providing students and teachers with materials that could support and improve the teaching and learning process. Our librarian works to ensure that there is wide range of materials available to meet the needs of the language learner.

SUPPORT FOR MOTHER TONGUES

The most common mother tongues within the NIS student body are English, Korean and Filipino. After school activities are offered entitled "Filipino Languages" and "Korean Language," in which students enjoy classical and modern film and other media in the mother tongues of students. In addition, communicating in mother tongues is encouraged at lunch break and before and after school hours for students.

Furthermore, we aim to support students and families in the maintenance and development of both mother-tongue language and literacy skills. This includes the active support and development of the mother-tongue through recognizing and celebrating various mother-tongue languages throughout the schools, assisting parents and students in accessing materials in the mother-tongue.

Learning of Host Country/Regional Language and Culture

To support the culture of the host country (Philippines), Philippine History Classes are offered twice a week. The course enables students to gain valuable perspectives and develop appreciation of the past or the historical roots, the present or the contemporary context, and the possible alternative futures of the Philippines history, culture, and civics.

PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS

Steps are taken to ensure that all NIS teachers are equipped with the strategies to engage and make the curriculum accessible for English language learners. At NIS, all instructors are language teachers who are responsible for making sure that the curriculum they teach is accessible to students. In-house professional development sessions geared toward equipping teachers with strategies to improve academic instruction in English are conducted each year at Noblesse and conducted by teachers, coordinators, and/or administrators who have broad experience with educating English language learners.

This is especially important as students progress toward taking classes that are a part of the IB Diploma Program. This reality is one of the cornerstones of the NIS philosophy, and it is continually reinforced and emphasized within the IB program.

LANGUAGE POLICY COMMITTEE

Vladimir Sousek- Headmaster

Felix MCGarry- Middle and High School Coordinator

Katrina Musni- IB MYP Coordinator

Nan Wang- Mandarin Instructor

Guido Benitez- Spanish Instructor

Michelle David- ESL Specialist/Philippine History Instructor

Alyssa Fry, Maria Sunga, Gowoon Lee- Language and Literature team