



## LA SALLE GREEN HILLS IB Diploma Programme Language Policy

### I. IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

### II. LSGH Vision and Mission

#### Vision:

LSGH 2025: The school of choice.  
Building character, forming leaders.

#### Mission:

Inspired by the teachings of Jesus and the charism of St. John Baptist de La Salle, La Salle Green Hills, a Catholic school, promotes the values of Faith, Service, and Communion.

We bring out the best in our students by nurturing their gifts, passion, and full potential through innovative and relevant educational programs; highly competent and committed educators; and 21st-century learning environment.

Working together as a community, we develop Lasallians who are exemplary leaders who care for the poor and the environment.

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### III. The IB Learner Profile

All IB programmes aim to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

- **Inquirers**  
IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Knowledgeable**  
IB learners explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers**  
IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Balanced**  
IB learners understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
- **Caring**  
IB learners show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference in the lives of others
- **Reflective**  
IB Learners thoughtfully consider the world and their own ideas and experiences. They work to understand their strengths and weaknesses in order to support their learning and personal development
- **Communicators**  
IB learners understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled**  
IB learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They

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take responsibility for their own actions and the consequences that accompany them.

- Open-minded  
IB learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- Risk-takers  
IB learners approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national, and global communities.

#### IV. Language Philosophy

As a spirited learning institution, La Salle Green Hills recognizes language as a powerful tool for communication where ideas are shared as a means of expression, connection, and collaboration with others to create a fraternal, inclusive, and culturally responsive environment that promotes our shared values of faith, zeal for service and communion in mission to all our students.

This language policy outlines our approach to language use and communication within our school community. Its goal is to promote clarity, consistency, and inclusivity while respecting the diverse linguistic backgrounds and experiences of our students. This approach will help equip students for responsible engagement, from daily classroom interactions to broader societal participation within their communities.

Moreover, this document is intended to be a living one, subject to regular review and revision to ensure it remains current and relevant to the needs of our school and students.

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## V. Objectives of the Language Policy

La Salle Green Hills (LSGH) is dedicated to creating an inclusive and dynamic learning environment that values language as an essential tool for communication, expression, and cultural understanding.

This language policy aims to:

1. Outline our approach to language education, usage, and communication within our school community, reflecting our mission, values, and commitment to excellence.
2. Enhance the communication skills of students in English, Filipino, and French.
3. Provide support for students and teachers to meet their language needs.
4. Emphasize the significance of language learning in fostering international mindedness.

## VI. Language Profile of LSGH Students

Below is the language profile of LSGH students:

1. 100% of students are both using English and Filipino languages
  2. 67% of the students have English as their first language
  3. 33% of the students have English as their second language
  4. 20 % of students are using regional languages/Foreign Language
- \*These figures were taken from the language survey results in SY 23-24.*

## VII. General Policies

### A. Medium of Instruction

1. Primary Language: The primary medium of instruction at LSGH is English. All academic courses, lectures, and official communications are conducted in English to ensure clarity of instruction and proficiency in this global language.
2. Second Language: Filipino is recognized as a foundational element of our national identity. It is taught as a subject, and efforts are made to integrate it into various aspects of school life, promoting cultural awareness and communication skills.

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3. La Salle Green Hills offers French as a Language Ab Initio, providing students with the opportunity to explore and appreciate the language and culture of the country from which the school's Founder originated.

## B. Language Proficiency

1. English Proficiency: Students are encouraged to achieve a high level of proficiency in English to effectively engage in academic discourse, enabling them to excel in their studies and beyond.
2. Filipino Proficiency: Proficiency in Filipino is essential for cultural appreciation and effective communication within the local context. Assessments are carried out to evaluate students' proficiency in the Filipino language.
3. Foreign Language Proficiency: Students undertaking a specific Language are expected to progress in their proficiency through a structured curriculum designed to develop listening, speaking, reading, and writing skills.

## C. Cultural Integration

1. Cultural Awareness: Cultural components of English, Filipino, and specific national societies are integrated into the curriculum to provide students with a holistic understanding of the languages they are learning.
2. Cultural Exchange: Opportunities for cultural exchange programs, events, and collaborations will be promoted to enhance students' global perspectives and cultural appreciation.

## D. Language Proficiency Assessments

The teachers regularly conduct language proficiency assessments, formative and summative assessments, to gain perspective on students' language growth, ensuring that they are developing their language skills in both English and Filipino. These assessments help teachers identify areas where they need improvement, and appropriate measures are taken to address these areas.

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## E. Language Support Programs

Our school provides language support programs for students who require additional assistance in developing their language skills.

### 1. Language Bridging Class

The Language Bridging Class is designed to equip non-English and/or non-Filipino speakers with the basic skills and concepts needed to use the language. This program is offered to students who are not fluent in English or Filipino. Based on the evaluation by the IB Language teachers, students may be invited to enroll in this program. A year-long contract will also be provided to the parents of qualified students.

### 2. Enrichment Program for Language

The Foreign Language Program at La Salle Green Hills offers enriching activities that enhance students' understanding and perspective of their chosen foreign language.

## VIII. Link to other Policies

1. Students aspiring to be in the IB Diploma Programme are expected to have an advanced literacy level in English Language. Thus, the student's extensive reading and writing skills are important admissions requirements. To initially determine these skills, the student goes through a panel interview and a language proficiency assessment through a written analysis of a chosen literature.
2. For students with learning conditions/difficulties and or with exceptional needs, the school will provide support accordingly and will adjust as to how a student can be assisted by the language teachers.
3. Courses in Subjects Group 1 and 2 observe and follow the stipulations in the academic integrity and assessment policies.

## IX. Language Policy Review and Revision

The language policy must be reviewed periodically to ensure that any revision to the policies is coherent with the beliefs and values of the school towards language and language teaching. Language trends and issues may be included as points for

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reflection. The review committee will be led by the IB Coordinator, IB Core, and IB Language teachers, together with the IB teachers, and other stakeholders of the school.

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## X. References

International Baccalaureate Organization. Programme Standards and Practices. Cardiff: International Baccalaureate Organization, 2014. PDF file.

Guidelines for developing a school language policy, Language and learning in IB programmes, 2011, ©International Baccalaureate Organization

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