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LANGUAGE POLICY

As a school accredited by the Dominican Ministry of Education (MINERD), authorized to operate Infant, Primary, Middle and Upper School levels according to the General Education Law 66'97, Saint George School bases its language policy on the legal nature of its local status and on its international school orientation.

The Dominican Constitution states, chapter VIII, art. 29: "The official language of the Dominican Republic is Spanish". Thus the teaching of Spanish is mandatory in all schools of public or private nature in the country, even in those which are authorized by MINERD to offer instruction in another language, such as Saint George.

Due to its international nature, and recognizing the global relevance of the English language, Saint George School's main language of instruction is English. For parents this is extremely important as its knowledge will open doors for their children's future as young adults in the globalized world we live in.

Based on the above, we formulate our Language Policy on the following principles:

- 1- The preeminence of Spanish as the country's native language is compensated by a greater exposition to the English language in Infant and Primary levels; in Middle and Upper School English continues to predominate but Spanish subject hours increase due to the program required by the MINERD for Spanish Language & Literature, Spanish Social Studies and Civics.
- 2- The correct use of language is the responsibility of all students, teachers and staff.
- 3- Our compromise with the national curriculum commits us to have our students achieve high standards both in English and Spanish.

- 4- The diverse origins and backgrounds of our students compromises us to offer support in English, Spanish as well as French and Mandarin which are part of our program beginning in 3rd and 5th grades respectively.
- 5- Language is the basic tool of communication through which speakers inherit the cultural legacy that will make them diverse in a global world.
- 6- The IB program is implemented in 11th and 12th grades.

The IB program developed in the last two years of Upper School (11th & 12th grades) is sustained on the work done by teachers during the preceding years. The use and knowledge of both English and Spanish for the IB program is extremely important to the development of the students' cognitive abilities to promote critical analysis and adequate levels of performance on all subject areas.

Among the objectives of our language education, we cite:

- Through the correct use of language, develop analytical thinking skills according to the school's educational goals and the IB program.
- Promote the use of diverse sources of information both physical and digital which will develop in our students practical and methodological skills such as selection of key fragments, critical analysis of argumentative texts, contextual analysis of narrative and poetry, and the impact of these in mass communication.
- Link the teaching of both Spanish and English to the different subjects taught, in order for students to be capable of producing diverse types of texts and interpret others: historic, artistic, scientific, etc.
- Establish oral communication criteria that contribute to the presentation of dynamic, interactive and reflexive expositions.
- Promote the exchange of opinions and criteria with well-founded objectives in accordance with the contents dealt with in each subject.
- Stimulate the perception and personal appreciation towards literature as an ideal setting for learning about different cultures and the exchange of ideas.
- Motivate a sense of belonging to the student's culture, enabling the work with values such as tolerance, solidarity, gender equality, etc.

The evaluation of these subjects is directed by the IB guidelines for both languages: an internal evaluation consisting of oral presentations and an external evaluation consisting of two written tasks/essays and two end of year written exams (May).

Our language program is complemented by French and Mandarin, which are taught beginning in 3rd and 5th grades respectively, and as IB AB Initio languages in 11th and 12th

grades. AB Initio languages consist of a program structured around 10 topics about personal and urban life of the student in comparison to other cultures; for this purpose the student acquires ample vocabulary.

The evaluation, according to IB guidelines, comprises internal and external processes. Internal evaluations include three oral activities, a 300 word essay, and a 10 minute description of a visual stimulus. External evaluation is comprised of a written comprehension exam and a writing exam.