



## **Language Policy**

### **Belgrano Day School 2025**

#### **1. Philosophy and Principles**

At Belgrano Day School, language is at the core of learning and the development of our students' identities. Our language policy is aligned with the principles of the International Baccalaureate (IB), which promotes multilingualism and intercultural understanding. We understand that language is not only a means of communication but, above all, a way of constructing the world and expressing a wide range of invaluable experiences that enrich perspectives on reality and its possibilities. Thus, personal identity emerges from a network of social and cultural discourses that shape it. Cultural identity, therefore, is not pre-established but arises as a dynamic vector of cultural, social, and aesthetic diversity. In this regard, the practice of literary reading is essential, both as a personal and social habit that transcends the school and curricular setting. Finally, we firmly believe that the development of linguistic skills strengthens communication, critical thinking, and lifelong learning engagement.

#### **2. Language and Instruction**

Spanish is the mother tongue of most of our students, while English is their second language. Both languages are used across different areas of knowledge. We value bilingualism and encourage the use of Spanish in diverse contexts and formats, both academic and social, ensuring learning is contextualized. Language subjects (Spanish and English) are organized around disciplinary axes that interrelate as the subject develops. This means grammar (morphology, syntax, semantics, and pragmatics) is connected with literary readings, so that writing practice and reading comprehension result from this integration. Each academic year, new knowledge builds upon previously acquired skills, fostering growth through both formal writing (e.g., exam responses) and creative writing (e.g., fiction). Orthography and



punctuation are integral to every writing instance, and students review and correct their work accordingly. Specific classes dedicated to orthography aim to refine mastery of the mother tongue. Students are also encouraged to participate in literary contests such as the Colegio del Arce competition (endorsed by the Ministry of Education of Buenos Aires) and the Translation Olympiad organized by the University of Belgrano.

### **3. Languages and Modes**

Language permeates all subjects and is used in listening, reading, writing, and discussion practices. It informs, compares, orders, classifies, analyzes, infers, synthesizes, and evaluates possible problem-solving approaches. It also enables the holistic development of cognitive skills, supporting teaching and learning. Expression is not limited to verbal language; multimodal language is also recognized as a valuable tool for interpreting and representing the world, as well as for communication.

### **4. Teaching of Third Languages**

In addition to Spanish (L1) and English (L2), students have the opportunity to study foreign languages such as French, Portuguese, or Chinese, as electives during their last two years of secondary school. Learning a third language is based on meaningful communication, skill development, and the appreciation of diversity.

### **5. Academic Language and Student Support**

We recognize that academic language is key to success in the IB. To support students, we provide scaffolding strategies, classes on academic writing, and monitoring programs for those with specific linguistic needs. A distinctive aspect is bibliographic citation. The school adopts the APA citation style, widely used in Social



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Sciences and certain Humanities. Commitment to academic language practices extends to all teachers and the entire school community.

## **6. Evaluation and Monitoring of Linguistic Development**

Linguistic progress is assessed continuously through diagnostic tools, self-assessments, and teacher feedback. We ensure that students achieve linguistic competence in line with IB standards. Instruction addresses spelling, syntax, and the use of canonical grammatical structures in both languages, enhanced by the school's bilingual dialogue.

## **7. Teacher Professional Development**

We foster creativity and formality in teachers' use of language and encourage collaboration across language departments. Training courses are offered on new technologies to support teaching in both virtual and physical environments.

## **8. Culture and Community**

Our school community celebrates linguistic diversity through school events, cultural fairs, field trips, and interdisciplinary projects that promote respect for all the languages and cultures represented at our institution. In this regard, we emphasize that Language and Literature interacts with other areas of knowledge. For example, in M2, students create a website based on the reading of "Odyssey," and in M3, they work on letter writing using digital platforms that adapt their format to the 19th century.

It is also worth noting that S5 French students organize the French Breakfast, a month-long event that showcases different aspects of French-speaking culture. Portuguese students organize the "June Festivals" to showcase traditions involving both cuisine and music. In Chinese, the teacher takes her students to lunch in



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Belgrano's Chinatown, where they interact with the restaurant staff and use what they have learned in class. In addition, the visit to the neighborhood includes a cultural and historical walk in which the instructor explains the characteristics of the place and its symbols.

## **9. Related Policies**

[Assessment Policy](#)

[Admission Policy](#)

## **10. Review and Updating**

This policy was developed by the Department of Spanish and Third Languages together with Guidance Center professionals. It will be reviewed periodically to ensure relevance and alignment with IB principles and the needs of our school community.