



ASIA LEADERSHIP  
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# Educational Reform and Change in the Asia Pacific Region

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## The Linguistic Equity in International Schools

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Teaching internationally, one faces the challenge of teaching students of different nationalities, cultures, and linguistic backgrounds. Reaching these students effectively is an issue when communication is hindered by a language divide. Often students and teachers may not have a common language in which to discourse. It is imperative that teachers consider how these diverse cultural and language profiles influence student behavior and their potential for academic success (Banks & Banks, 2005).

Many international schools offer English as a Second Language (ESL) classes to support English Language Learners (ELLs). One of the more common ways ESL instruction is offered is through pull-out ESL classes. In this model students attend some classes with mainstream (non-ELL) students and for the rest attend pull-out ESL classes that offer more targeted language instruction and support. Other models though espouse a more inclusive way of integrating ESL students into the mainstream. There is support for the push-in model in which ESL students are supported by ESL teachers within the mainstream classrooms. Bilingual instructional models are also being implemented more frequently. Scholars postulate that natural language acquisition through which students learn through problem solving and discovery, provides students with an environment more conducive to learning (Acquiring a Second Language for School, 1995). More inclusive models also allow students to interact in social situations which provide for authentic opportunities to learn and practice language.

