

Elite International School

Language Policy

IB language policy philosophy:

The International Baccalaureate is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds. With these aims in mind, the IB has instituted its language policy to provide a framework that will ensure that the IB's values and aims in relation to multilingualism. (IB Language Policy, Feb. 2014)

Elite philosophy:-

Elite International School is a bilingual school where the language of instruction is English. We view language as a tool for making meaning in the world. For Elite, multilingualism and the development of critical literacy are considered important factors in fostering international-mindedness through the promotion of cultural identity, intercultural awareness and global citizenship. Meanwhile, we value the importance of Arabic as a mother tongue language and we believe that all teachers are language teachers.

At EIS we aim to encouraging intercultural awareness, confidence, multiple perspectives, curiosity, and appreciation of our world diversity. Through the exploration of languages, the learners become highly proficient and enthusiastic readers, writers, viewers, presenters, speakers and listeners.



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EIS LANGUAGE PROFILE

Mother tongue language:

- Arabic is the mother tongue of most of the students in EIS.
- Arabic and Religion teachers communicate in Standard Arabic with students.
- EIS follows the PYP Language Scope and Sequence in teaching Arabic.

English:

- The language of instruction throughout the school is English.
- Homeroom teachers and specialists “Art, Music and PE teachers” communicate in English with students.
- English is also the language used in school publications, on its website, Social media, in communication between school and parents, and between members of staff.
- English Language Coordinator works with the PYP Coordinator and class teachers to plan and implement language teaching.
- EIS follows the PYP Language Scope and Sequence in teaching English.

French:

- French is taught as a second language in EIS starting PYP2.
- French Language Coordinator works with the PYP Coordinator and class teachers to plan and implement language teaching.
- EIS follows the PYP Language Scope and Sequence in teaching French starting PYP2.

Time allocated for teaching language in EIS

	English Language “Homeroom teacher time”	English Language “Specialists Time”	Arabic Language	French Language
PYP1	16.5 hours/week	4.5 hours/week	4.5 hours/week	N/A
PYP2	14.25 hours/week	4.5 hours/week	4.5 hours/week	2.25 hours/week
PYP3	14.25 hours/week	4.5 hours/week	4.5 hours/week	2.25 hours/week
PYP4	16.5 hours/week	2.25 hours/week	4.5 hours/week	2.25 hours/week
PYP5	16.5 hours/week	2.25 hours/week	4.5 hours/week	2.25 hours/week
PYP6	16.5 hours/week	2.25 hours/week	4.5 hours/week	2.25 hours/week
PYP7	15.75 hours/week	2.25 hours/week	5.25 hours/week	2.25 hours/week

Language Program at EIS

- To ensure that students can access the EIS curriculum, students must meet set admission requirements as well as show proficiency in assessments conducted. Admission staff reviews past reports prior to learner assessment. All entry-level applicants are then assessed through language competency tests, observation, and interviews.
- Language is taught in the context of the units of inquiry providing ample opportunities for students to actively engage themselves in the inquiry process.
- All teachers are language teachers. We recognize that language is fundamental to learning, thinking, and communicating and is the foundation for learning throughout the curriculum. Therefore, three aspects drive teaching and learning of language: learning language, learning about language, and learning through language.
- Student instruction takes into consideration multiple learning styles and levels of development, thus providing an enriching learning environment. A variety of teaching styles and strategies are utilized, with assessment tasks allowing for differentiation.
- PYP planner is used in planning for standalone language teaching; a central idea, key concepts, related concepts and lines of inquiry are developed to maintain the conceptual nature of the program.
- Assessment – Students are monitored regularly in all three areas of language acquisition (Oral language, Visual language and Written language) through diagnostic, prior-knowledge, formative and summative assessments.
- Starting PYP4, EIS is committed to integrating the National Arabic language curriculum according to the MOE requirements maintaining an inquiry based instructional approach.

Resources

The Library:

The school library has English, Arabic, as well as a French section. An annual budget is allocated in order to increase the resources in the school library. Students are expected to read independently and to use reference resources in completing learning tasks.

The school librarian conducts ongoing awareness projects to promote reading. The librarian meets with students to discuss reading and literature as well.

The Computer Lab:

As language is being viewed and used in digital format, as well as that of print, the computer lab at EIS is equipped with a high-speed internet connection to facilitate students' access to websites that develop their language skills.

EIS follows an online leveled guided reading program that is accessible from any gadget through individual accounts. Besides, students play interactive vocabulary and grammar games, games

that develop phonemic awareness, spelling, and others that focus on reading, listening, and writing.

LANGUAGE SUPPORT

Support in the language of instruction

Students are given language and curriculum support when needed. Student's needs are indicated by continuous observation and assessment done collaboratively between the language teachers and the Support Unit. Collaboration with parents is essential to facilitate additional support as part of the student's "Individual Development Plan".

Support for mother tongue

At EIS, we recognize that Arabic language development is important for maintaining cultural identity and in learning other languages. Mother tongue instruction in the Arabic language and Religion are therefore actively encouraged and supported.

As Arabic is the host country language, students who have been residents of foreign countries, or those who haven't acquired the Arabic language for any other reason; they are enrolled to receive a modified Arabic curriculum till they are able to be integrated in regular classes.



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REFERENCES

Guidelines for school self-reflection on its language policy. International Baccalaureate Organization 2012

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Making the PYP happen – A curriculum framework for international primary education International Baccalaureate Organization, 2009

Primary Years Programme: Guidelines for developing a school language policy. International Baccalaureate Organization, January 2006.



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