



ENGLISH TALENTS SCHOOL

LANGUAGE POLICY

“One language sets you in a corridor for life. Two languages open every door along the way.” – Frank Smith

“Learn everything you can, anytime you can, from anyone you can; there will always come a time when you will be grateful you did.” – Sarah Caldwell

The importance of language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice in a multitude of situations. Being able to communicate with each other, form bonds, teamwork, and inquire is vital for any student let alone an IB student.

Through language we can connect with other people and make sense of our experiences. As a parent, teacher, or other type of caregiver, you shape a child’s language development to reflect the identity, values, and experiences of your family and community.

Therefore, it is our responsibility as a school to create a warm and comfortable environment in which your child can grow to learn the complexities of language. The communication skills that your child learns early in life will be the foundation for his or her communication abilities for the future. Strong language skills are an asset that will promote a lifetime of effective communication.

Our language is the most important part of our being. Learning other languages besides our own will help us learn about other people and cultures but most importantly we learn our own mother tongue, as this is one of the most basic parts of our identity.

Mother Tongue:

This includes:

1. Students of both Arab parents; with Arabic Language as their mother tongue and English as a second language
2. Students of mixed and other nationality marriages, where Arabic and the other parents' language is their mother tongue language
3. Students of foreign nationalities

Language of Instruction:

ETS is a bilingual school where English is the language of instruction. In PYP, English Language, Mathematics, Unit of Inquiry, PSPE, Visual Art, and ICT are taught in English, whereas, Arabic, Religion, and Social Studies (national curriculum) are taught in Arabic.

For MYP, English Language, Mathematics, Science, Individual and Societies, Digital Design, Physical and Health Education, Visual Art, and Drama are taught in English, whereas, Arabic, Religion, and Individual and Societies are taught in Arabic.

However, for the DP, English Language Acquisition, Business HL/SL, Economics, Biology HL/SL, Physics HL/SL, Chemistry HL/SL, Math HL/SL, and TOK are all taught in English, whereas Arabic A, Arabic Language Acquisition, and Religion are taught in Arabic.

ETS implements the PYP, MYP & DP programs, hence; all students are provided with language practices that ensure inclusion and equity.

For Recruitment:

-The language used during the interview depends on the needs of the

position. **Professional Development:**

During professional development meetings the language of instruction is made clear to all teachers in both Arabic and English Languages.

Assessment:

Language development is a continuous and ongoing learning process. It is evaluated across a broad range of assessment strategies and various tools, and it is done both formative and summative. This allows for revision and refinement of each student's language development.

Language Guidelines:

- New students go through an admission assessment for both Arabic and English Languages to evaluate their language proficiency, as a school we need to be

aware of their language needs for placement purposes to enable students to reach their highest potential.

- In school, the language of communication is the language of instruction: English, in subjects taught in English and Arabic in subjects that are taught in Arabic.
- For referencing students should use MLA style.
- ETS does not require students to follow any country specific spelling system as long as they are consistent.

School language philosophy

Language is a vital instrument for learning, communication, and expression. Teaching and learning are driven by the idea that through language instruction, we are encouraging intercultural awareness, new perspectives, curiosity, and an appreciation of our world's diversity. Through the exploration of language, students become communicators in our multilingual world.

School language profile

A. PRACTICES to Support mother Tongue:

1. Arabic:

For Arab students, one on one sessions are offered(remedial/intensive). In breaks, students are given one-on-one time with their Arabic language teacher during which students' language skills such as spelling and additional grammar concepts are stressed. . Furthermore, Language Acquisition is offered to students who cannot cope with Language and Literature.

2. Other languages:

Students are encouraged to continue to practice their mother tongue language by taking extra classes outside school hours. ETS also provides various opportunities for students to use their mother tongue language during extra curricular activities along with the language of instruction. ETS will support the family and encourage the students to follow a self-study course. The school supports the learning of all mother tongue languages by purchasing resources for these languages and ensuring that they are available in the school library.

B. Support for students that are not yet proficient in the language of instruction:

One on one sessions are offered to students by their English Language teacher.

During such meetings, students' language skills such as further spelling and grammar concepts are highlighted, in addition to giving more feedback on students' performance in writing tasks which is vital to their overall development.

C. Support for the learning of the host country or regional language and culture:

Most students have Arabic as their mother tongues. Students whose mother tongue is not Arabic will be exposed to the language and culture of Jordan through different ways such as:

- Morning assemblies
- Educational trips
- Local speakers
- Media/ Movies
- Interdisciplinary units of work
- Service and action and the CAS program
- MUN conferences
- Local and regional events

D. Support for language learning through the role of the librarian

Books of different genres are offered at our resourceful school library. Students are encouraged to borrow books for research purposes and for pleasure reading, too.

The library offers fictional and non-fictional resources in both Arabic and English for students to borrow across all programs; for DP the librarian aids and assists diploma students in their extended essays, and TOK essays along with other subject specific Internal assessments in offering secondary resources, sourcing and citing through proofreading and access to e-library of the university of Jordan and other e-sources such as Britannica.

Language Programs

Language and Literature

For PYP Arabic & English Language & Literature are offered
For MYP Years 1-5: Arabic & English Language & Literature are offered. For DP Years 1-2: Arabic and English Literature can be offered.

In order to promote holistic learning within the context of the IB PYP, MYP & DP, we recognize the importance of incorporating the teaching and learning of language throughout the implementation of the program. The development of

Language AND Literature is crucial as it allows students to make connections within and across subject areas, facilitated by the Global Contexts in MYP and themes in DP.

-Literature in Arabic is mostly offered to students whose mother tongue is Arabic.

-Language & Literature in English is mostly offered to Arabs and foreign students who are proficient in English.

*The school shall annually assess language courses offerings including offering language acquisition / language and literature courses based on the needs of the students.

- In the DP program the school facilitates language and literature courses to be taken as a self-study course through PAMOGA (IB approved platform) . And this is monitored and supported through an in-school site based coordinator. We also open opportunities for *ab initio*.

Language Acquisition

For DP Years 1-2: Language Acquisition is offered at both Languages as well. Language acquisition is offered to widen students' experiences and help them accept other cultures. Language acquisition is offered in Arabic for students whose mother tongue is not Arabic, and is offered in English for students whose mother tongue is not English, and for students who find it difficult to meet the objectives of Language and Literature.

The following reading practices are implemented across all language programs:

- Reading takes place in all subject areas, and students will read across the curriculum whenever appropriate.
- A variety of practices are used when planning for instruction, which includes, but not limited to: guided-reading groups, differentiated reading instruction, word lists, graphic organizers, and use of leveled reading material.
- Students are encouraged to read for information, read for pleasure and read aloud expressively.
- Students are exposed to a variety of genres, including literature, poetry, plays, trade books, short stories, newspapers/magazines, and informational text.
- Vocabulary-building techniques such as word walls, word of the day, use of idioms, and literary elements such as metaphors and similes are utilized across the curriculum, whenever appropriate.

5 | Page

- Teachers recognize student writing through the "Writer of the Month" by selecting an outstanding writer each month.

The following writing practices are implemented across all language programs:

- Students' natural desire to communicate through writing are fostered by

giving real purpose to their writing, and by exposing them to varied, challenging, and meaningful writing opportunities.

- Ensuring consistency of the promotion of the writing process (planning, outlining, drafting, editing, proofreading, and publishing).
- Being provided with opportunities to express themselves in writing through a variety of genres, including but not limited to: creative writing, essays, discursive essays, and literary analysis. Students will be provided with opportunities to acquire, develop and use language specific to different subject areas.
- Development of writing is supported by providing constructive feedback from teachers, and peers.
- Teachers provide instruction in and model the correct usage of written and oral language conventions, including spelling, grammar, rules of punctuation, and handwriting.
- Several literary elements (i.e., foreshadowing, symbolism, etc.) are taught in order to teach good analytical skills.

We recognize that language is a vital instrument for learning, communication and expression, **and that all teachers are language teachers**. In order to promote inquiry-based language learning within the context of the PYP, MYP & DP, it is understood that language instruction takes place all day and in all subjects.

ETS is determined that language learning at the school will:

- Be consistent and age appropriate.
- Support the development of skills and understanding in the language of instruction (English)
- Be differentiated to meet the needs of learning styles of all students. • Be reflected in the program of inquiry, (MYP & DP) planners and individual lesson plans.
- Work with all students so they may achieve mastery of the essential language skills – reading, writing, listening, and speaking (receptive, interactive, and productive).
- Utilize a variety of materials to enhance the development of language skills.

Supporting staff with language development

- ETS is committed to supporting teachers in using effective strategies for learners with specific language learning needs.

6 | Page

- As part of the twice-yearly lesson observation processes the MYP and DP coordinators provide feedback highlighting language and text scaffolding strategies to support teachers in the planning and teaching of their lessons.
- ETS English and Arabic departments run weekly meetings to ensure consistency of the program implementation and provide opportunities to share their own experiences in teaching and learning strategies used inside the classrooms.

- Language subject teachers of the same level also standardize/moderate student work.
- Staff may utilize the use of ICT tools including in-house servers, online SharePoint and applications including Managebac and e-school/pioneer which has up to date IB documents supporting the teaching of language and language learners in the IB programs.

Ministry of Education

Arabic language is compulsory for students with Jordanian nationalities throughout PYP, MYP and DP as well as religion.

Resources Used

- Guidelines for developing a schools language policy
- Learning in a language other than mother tongue in IB program
- Guide line for school self-reflection on its language policy
- PYP: From Principles into Practice
- MYP: From Principles into Practice
- DP: From Principles into Practice
- Blog: Learning stories ; an article about how a schools language policy supports multilingualism in a culturally diverse community.