



MYP LANGUAGE POLICY

Updated September 2020

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Philosophy

We, at Manaret Heliopolis International School, view linguistic diversity at our school as a rich resource for achieving the ideals of intercultural understanding and international mindedness. We believe that the maintenance and development of mother tongue is crucial to cognitive development and maintaining cultural identity. Language is central to inquiry, communication and self-expression in every area of the curriculum and all aspects of life. Thus, the development of language is viewed as a shared responsibility of all members of our learning community

MHIS Language profile

- **MHIS** is a dual lingual school where both English and Arabic are the languages of instruction
- Students learn Arabic and English starting the age of 3.
- An additional language is introduced to the students at the age of 6.
- **MHIS** acknowledges the importance of the mother tongue for developing the student's cognitive development, self-identity and acquiring other languages, as well.
- Acquiring additional languages enriches personal abilities and promotes for internationally minded students.
- The aim of the language policy is to develop bilingual students who are able to communicate effectively, both orally and in writing.
- Since we believe that language is essential to all learning, therefore all teachers at **MHIS** are language teachers.
- Our goal is to:

Learn the language, as students use it to communicate.

Learn about language, as students develop an understanding of how it works.

Learn through language, as students use it as a tool to understand, think, and reflect.

Principles and Practices of Teaching Language

In order to develop fluent communicators we believe that:

- English language teaching integrates and develops language skills in reading, writing, viewing, and presenting, listening and speaking.
- The **Assessed curriculum**, which is concerned with the assessment of the actual learning that takes place for each student, happens in the form of formative and summative assessments at different stages of the unit.
- Since Arabic is the official language of the country, all the written, taught and the assessed curriculum of the Arabic language are set, monitored and supervised by the Ministry of Education, starting PYP5 till MYP5 to ensure they are meeting the MOE requirements.
- Teachers apply **Differentiation** as a central element of language teaching and learning. Teaching and assessments are thoughtfully applied to suit individual needs, abilities and learning styles.
- New applicants are assessed for their language competency through reviewing previous reports, observation, entry assessments and interviews.
- The school's **Support Unit** is aimed at supporting students with specific learning needs, referring to various assessment outcomes as an indicator.
- The support unit highlights areas for improvement, designs an action plan, and sets a schedule for meeting with the student on one to one basis. Ongoing assessments are designed to track student's development over time.
- Along with language differentiation within the classroom, MHIS provides a **Guided Reading Program** which addresses reading skills, strategies and conceptual understandings necessary to become competent, motivated and independent readers.

Beliefs and Standards

- The school places importance on language learning, including mother tongue, host country language, and other languages. **Standard A7**
- The school supports access for students to the IB programme(s) and philosophy.
- The school strongly encourages participation for all students. **Standard A9a**
- The school has developed and implements language policy that is consistent with IB expectations. **Standard B1.5a**
- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue. **Standard C3:7**
- Teaching and learning demonstrates that all teachers are responsible for language development of students. **Standard C3:8**

Student Language Profile:

- Language has an important role in affirming and expressing identity, impacting on self-efficacy and students' beliefs in their ability to succeed.
- Language learning is an interplay between learning language, learning through language and learning about language.
- Student Language Profile development will be supported by the whole learning community after placing the Diagnostic Assessment where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction.

Extra support will be provided to our students according to their Language Profile as follows:

| | Language and Literature English | Language and Literature Arabic | Language Acquisition French/German English |
|-------------------------------------|---------------------------------|--------------------------------|--|
| Beginners | ✓ | ✓ | |
| Foreigners | ✓ | Language Acquisition (Arabic) | ✓ |
| Intermediate/ High Achievers | ✓ | ✓ | ✓ |

Instruction and Assessment in Language and Literature

English is the Language of Instruction. Within the Middle Years Programme, students will read a variety of texts including narrative, informational, and argumentative. Through listening, reading and writing instruction, students will locate, evaluate, and synthesize information in order to develop existing and create new knowledge

MYP assessment criteria to consider the fundamental concepts of analyzing, organizing, producing text, and using language with the purpose of communicating, learning holistically and promoting intercultural awareness.

In order to provide students with an authentic and diverse language and literature learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- Facilitate reading in all subject areas
- Enable students to learn and use language effectively, appropriately, accurately, and confidently.
- Develop students' powers of oral and written communication.
- Enable students to develop and use language skills in a variety of contexts and purposes.
- Promote the appreciation, understanding, and analysis of literature.
- To provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.
- Use formative assessments to drive instruction
- Design reading/writing instruction with authentic summative assessments
- Provide opportunities for students to take action within the larger community
- Provide opportunities for real life knowledge and cultural awareness through language instruction.

Instruction and Assessment in Language Acquisition

MHIS offers second language acquisition courses in the following languages recognized by the MYP:

- French

- German

counsels the students about their choices for language acquisition courses before the start of the MYP by:

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- Giving them a placement test to determine in which phase they will continue with language acquisition from a previous educational experience.
 - Organizing an “Introduction to the MYP” orientation as part of the enrolment process that includes information about language acquisition courses.
- Students must be able to study the same additional language in each year of the MYP, or achieve a satisfactory proficiency in phase 4 in order to transfer to another language.

In order to provide students with an authentic and diverse language acquisition learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- The language acquisition course should provide a linguistic and academic challenge for students in order to give them the best possible educational experience.
- Students should be given the opportunity to develop their language skills to their full potential, as well as the possibility of progressing through the phases over the course of the MYP.
- The language acquisition subject group objectives represent some of the essential processes of language and have been organized under the same four communicative processes for each of the six phases in order to assist teachers with planning, teaching and assessing. They are as follows:

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|---------------------------|
| Crit. A: Listening |
| Crit. B: Reading |
| Crit. C: Writing |
| Crit. D: Speaking |

Support for Mother Tongues

MHIS recognizes the Arabic mother tongue as the language a person has grown up speaking from an early age, 98% of our student population are primarily Arabic speakers. The school maintains and develops the mother tongue by studying it compulsory as one of the Language and Literature subjects. We support our students to develop their mother -tongue language and share with the school community as it is critical for maintaining the students` cultural identity.

N.B. Arabic, Religion and Social Studies are hosted from the Ministry of Education.

Time allocated for teaching different languages per week

| Time allocation of different languages taught is as follows: | Language & Literature (English) sessions | Other subjects taught in English (Individuals and Societies, Art,Drama, Design,Sciences, PE,Math) | Subjects taught in Arabic (Arabic, Religion, Social Studies) | Additional Language of German, Or French |
|--|--|---|--|--|
| MYP1 (Grade 6) | 5 | 19 | 7 | 2 |
| MYP2 (Grade 7) | 5 | 19 | 7 | 2 |
| MYP3 (Grade 8) | 5 | 19 | 7 | 2 |
| MYP4 (Grade 9) | 6 | 18 | 8 | 3 |
| MYP5 (Grade 10) | 6 | 18 | 8 | 3 |

Flexibility of the Program

Due to the flexibility of the program MHIS suggests delivering 6 subjects including Visual Arts for years MYP4 and MYP5 thus, Design and PE will be considered as activities and will be given once per week.

Language Policy Review Cycle

This Language Policy reflects current practice in the school year 2020-2021. We acknowledge the fact that language practices do change over time. Therefore, this Language Policy is a document that will be subject to review at least once a year. The next review of the policy will take place in August 2021.

References:

IB "Guidelines for developing a school language policy".