



*Anglican International School,  
Jerusalem*

*Where the world goes to school*

**DP LANGUAGE POLICY**

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The Anglican International School, Jerusalem, is a Nursery to Diploma Year 2 School. The school is divided into Pre-School, Elementary and Secondary sections. The Pre-School runs from Nursery to Early Years 2. The Elementary school runs from Primary Year 1 (PY1) to Primary Year 6 (PY6). The Secondary school caters for students from Secondary Middle Years 1 (MY1) to Middle Years 5 (MY5) and Diploma Year 1 (DY1) to Diploma Year 2 (DY2).

In seeking to provide a truly international education for our students, we offer a Language A program for native language speakers and a Language B program for second language speakers. It is our view that the ability to communicate in more than one language is critical in fostering international understanding, cultural empathy and tolerance and in developing balanced, open-minded global citizens for the next generation. Accordingly, all teachers throughout the school are viewed as language teachers with responsibilities in facilitating appropriate communication.

## **1. Language A**

As English is the school language of instruction, it is the main Language A subject on offer across the school from Nursery to DY2. However, it is recognized that there are students from the school who have mother tongue languages other than English. It is also acknowledged that structured studies in a mother tongue:

- Facilitate the learning of an additional language;
- Enrich multi-cultural experience, awareness and understanding;
- Stimulate cognitive development;
- Enable students to remain connected with their native culture and ease readjustment on repatriation.

Accordingly, the option of taking another Language A subject, in addition to English, is offered to all students from Secondary MY1 onwards. The World Languages Coordinator supervises these mother tongue courses of study and coordinates with the relevant Language A tutors. This provision is subject to an additional cost, as set by the appointed tutor. Students are required to complete a documented number of tuition hours per semester, in accordance with IB Middle Years Program (MYP), Diploma Program (DP) and MSA regulations.

## **2. Language B**

Language B instruction plays a key role in education at AISJ. It is believed that learning a foreign language enhances student awareness of learning styles, strategies and study skills. It is believed that additional language acquisition leads to greater inter-cultural awareness and understanding, empathy for the culture of the target language and open-mindedness to others. At AISJ, we attract a large number of non-native English speakers, often as high as 75% of our annual intake. Some of these students will begin as Language B English

students, either in the Elementary or Secondary schools. Students whose level of English is not sufficient to access the curriculum are provided with EAL (English as an Additional Language) classes. Through the use of intensive classes under the direction of the EAL teacher, personal study programs are tailored for students. EAL students cover core English skills at an appropriate level. MYP EAL students are supported and assessed in the context of their particular subjects. The goal of English language instruction throughout the school is to help students in making the transition from English as additional language to English at a mother tongue level. The ultimate goal is that the student becomes actively bilingual. In the Diploma program, English B is offered, in order to ensure an appropriate English enrollment for all diploma candidates.

### **3. Language Requirements**

#### **3.1 Pre-School & Elementary**

English is the language of instruction in the Pre-School and Elementary school, with extra support being given to those students with English as an Additional Language. In Elementary Hebrew, Arabic and French are offered as electives and pupils from PY1-PY6 choose one additional language for study. Hebrew and Arabic are taught on a conversational level that follows the set curriculum used in French. Students receiving EAL support are allocated additional English tuition during the foreign language lessons.

#### **3.2 Secondary**

Students in the IB Middle Years Program (MY1 – MY5) study English and another language at Language B (acquisition) level. We offer three Language B subjects on the timetable, Hebrew, Arabic and French, two of which are the local languages of the host country. Classes in these three languages are offered at the emergent, capable and proficient levels throughout MY1 to MY5. Moreover, we offer the option of continuing studies in other languages through a coordinated study program under the guidance of the World Languages Coordinator. Students who enter the school with English as an Additional Language may be given additional support in English, in place of a formal Language B class. This provision is to help the students' English develop in order to fully access the rest of the curriculum and these students will stay in EAL until their English reaches that proficiency (see Inclusion Policy for additional details).

Students in the DP are required to study English and one other language. Candidates for the full IB diploma must study one language at Language A level and one language at Language B level, or two languages at Language A level (leading to a bi-lingual diploma). For IB Diploma Program candidates, we currently offer English A, English B, French B, Hebrew B, Arabic B, French ab initio and other relevant ab initio languages through Pamoja online learning. As the local languages of the host country, Hebrew B and Arabic B or abinitio are courses that are guaranteed to be open regardless of the number of students who have enrolled in them.

Students also have the option of studying their mother tongue at Language A level as part of the School Supported Self-Taught Language A program. This is coordinated by the World Languages Coordinator, who facilitates the program in cooperation with students and private tutors.

#### **4. Language amongst staff**

At AISJ, we realize that all staff members provide the vehicle for dual language learning. In viewing our staff members as life-long learners, we encourage all staff to acquire a working knowledge of the languages of the host country. In so doing, it is our view that we will promote the understanding of the two major cultural groups existing in the country. In addition, we expect staff will grow in appreciation of the difficulties, joys and processes involved in acquiring an additional language. This will directly impact pedagogy and empathy towards our Language B student cohort.

#### **5. Language Profile**

As part of the admissions process, the languages of all students, including mother tongue and second languages, are recorded. This information is then used in forming the study schedule for each student, including arranging mother tongue language studies.

#### **6. Expectations of language use around the school**

English is the language of instruction throughout the school, with the obvious exception of language classes. We take the view that all subject teachers are language teachers, particularly in helping to develop students' English proficiency. It is expected that secondary course programs contain additional learning tools as necessary, such as vocabulary lists, to support the English development of all students. When opportunities arise, teachers may draw on the diversity of language backgrounds among students and ask them to share how an idea is expressed in their mother tongue. This builds international-mindedness as well as communicating to students that their home cultures are valued and rich.

Communication in mother tongue languages is allowed during breaks, with a view to supplementing communication in English, and aiding the acquisition of English language communication. At AISJ, we believe that students need to know that our school respects their culture and language. We strive to promote confidence in all students that they have the capability to access the curriculum in our English medium setting, building on their existing, interchangeable literacy and language skills, including those from their mother tongue.