



Egyptian International School  
EIS - Zayed

المدرسة المصرية الدولية بمدينة الشيخ زايد

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The purpose of this document is to provide information about the nature, the function and the use of languages at EIS.

## PYP Language Policy

Egyptian International School



Primary Years  
Programme



#### IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



#### EIS MISSION STATEMENT

**EIS** aims to contribute to making the world a better place through education of a new generation an education that results in generations who are passionate about their Egyptian identity, their mother tongue (Arabic) and who have a good command of the English language.

**EIS** works towards exposing students to different cultures locally and internationally to foster the development of research and leadership skills.

**EIS** helps students develop their research and leadership skills, have strong sense of identity and also cares about young people who help to create a better and more peaceful world through intercultural understanding and respect.

To fulfill this objective, the school provides its learners with high-quality international education in a local environment, which values respect for international as well as national cultures.

**EIS** aims to enhance good manners, to develop life-long learners and to guarantee the satisfaction of the different stakeholders.

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# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Language Policy

## Language Policy in PYP- EIS - Zayed

The purpose of the EIS - Zayed School's Language Policy is to provide an overview of the school's philosophy and procedures regarding language teaching and learning. This document summarizes our school's language profile and the support for all students.

### EIS Philosophy

Language is involved in all learning and is an essential vehicle for inquiry and the construction of meaning. It provides an intellectual framework to support conceptual development and critical thinking.

The language philosophy at EIS is driven by the school mission to prepare students who are passionate about their Egyptian identity, their mother tongue (Arabic) and who have a good command of the English language. To fulfill this objective, the school provides its learners with high-quality international education in a local environment, which values respect for international as well as national cultures.

### Our target at EIS is to

**Learn the language**, we promote inquiry-based authentic language learning develop the skills of listening, speaking, Reading, writing and media literacy

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

**Learn through language**, as students interrelate the skills of listening, speaking, reading, writing and media literacy. They use it as a tool to understand, think, and reflect.

### EIS Language Profile

The students in EIS Communicate and express themselves fluently in their mother tongue as well as a second language. They learn about and reflect upon world cultures and events through the various media of communication.

- Both English and Arabic are taught extensively to students as independent language and literature courses.

-Science and Mathematics are taught in English. Ministry of Education related subjects such as Religious Studies are taught in Arabic.

-Music, Art, PE teachers support the Arabic language as they use Arabic as the main language in their sessions.

### Learner Profile

With the Learner Profiles, teachers have managed to see this very big improvement in the children, the way they speak and the way they work with their friends ... Children (are) displaying the attributes of the Learning Profiles and we are using the language of the learning profiles with them . When we're introducing the Learner Profile it's about just getting them used to the language, so using any part of, as part of our conversations in the classroom, such as "Oh, you've been such a risk taker today because you did this.

### IB programme offered by EIS School is for all students and is committed to the following:

- The school places importance on language learning, including mother tongue, the second language and other languages
- Teaching and learning addresses the diversity of student language needs, including those for students learning language(s) other than their mother tongue.
- Teaching and learning demonstrates that all teachers are responsible for language development of students.
- Assessment at the school aligns with the requirements of the program(s).
- Collaborative planning and reflection recognizes that all teachers are responsible for language Development of students.
- The school utilizes the resources and expertise of the community to enhance learning within the program.

### The language policy steering committee

The Language Policy Steering Committee is responsible for overseeing the procedures needed to develop the language philosophy and policy of the school, and for communicating with those they represent. Implement a language continuum overview across the three program offered at the school.

EIS language policy is a working document in all teachers' professional development trainings and meeting.

### Steering committee members:

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School principal  
PYP coordinator  
PYP coordinator assistants and English Teachers.  
Board of Trustees (BOT).  
Reviewed by  
Green Land Foundation

### **The role of language to promote and provoke international-mindedness and transdisciplinary learning:-**

Language is the gate of learning. EIS School provides students with multiple, authentic opportunities below the umbrella of Trans disciplinary to use the learner profile through the language to be aware of the world around us: to share in the same issues that the entire world is keen on.

International-mindedness is at the Centre of both the culture and curriculum in IB World Schools. At EIS, we have many events inside and outside the unit of inquiry to provoke the international awareness in our students to know, interact and sympathize with other cultures (International day/the water day etc.....). Music, Art, celebrations, sports, international events and news are tools to gain International-mindedness.

EIS enhances the value of English language among pupils and encouraging them to use it to express themselves and reinforce the language importance to communicate with other cultures and to read about their traditions and issues.

### **Language of instruction**

EIS Zayed School is a bilingual school where the language of instruction is English. English is taught as a second language and the language of instruction beside Arabic as a mother tongue language of all students in EIS.

Arabic and Religion are taught in standard Arabic.

Language is to be seen as an individual series for every student. Our school is trying hard to make each student fluent in Arabic as the mother tongue.

The teachers support the students who aren't proficient in the language of instruction by variation and simplifying the instruction to be understood from the students especially when they speak English.

### **Support of the mother tongue:-**

EIS - Zayed uses Arabic for teaching religion and activities. Students use Arabic and English in studying:-

1. Standard Arabic language must be used during Arabic language classes and religion.
2. Enhancing the value of Arabic language among pupils and motivating them to use it.
3. Reviewing the Arabic language rules as much as possible.
4. Improving reading and writing skills through using literacy strategies.
5. Celebrating the international "special days" that give attention to language such as "Arabic language day" and "mother tongue day".
6. Making good use of the school library in improving Arabic language through reading and borrowing books.
7. Providing "free reading" hours for Arabic language through within "the units of inquiry".
8. Using modern technology available in classes to enhance Arabic language.
9. Making integration between the units of inquiry and Arabic language.
10. Using Nahla Wa Nahel platform to enhance Arabic language skills.

### **Strategies to support all teachers in their contribution to the language development:-**

-The school provides the students and teachers with many resources and platforms to enhance the Arabic and English languages.

-The school encourages the teachers to learn the active learning strategies for teaching the languages.

-Teachers took (2.0) training provided by the Egyptian ministry of education on teaching Arabic language.

-English Teachers took Jolly phonics training (2019)

-EIS encourages their teachers especially the language teachers to develop their professional skills by taking different courses and many webinars.

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-Administrators, teachers, librarian and other school staff are encouraged to develop themselves in the languages especially English language.

### Language Support program.

The development in each student's level is measured individually to help teachers to pinpoint the points of weakness for each learner and try to put remedies individually and set support programs with the help of parents.

Language is taught as a whole (listening, speaking, reading and writing) so the school provides the pupils with supplementary activities in Reading, two reading sessions a week to enhance the students' level.

EIS provides all its students with A-Z and Nahla Wa Nahel platforms as an Arabic and English language support programme.

### Reading English programme as a support policy at EIS -Zayed

The school provides all students with reading session as an urgent need to practice reading skills, the school provides the students with simple stories series "Reading Jolly Phonics leveled books" starting with orange group set level. The students practice reading CVCs then simple sentences with repeated consonant vowel consonant words. We also use Raz –Plus platform to enhance reading skills, using different levels of stories in the same session to suit student's level. At this time students are able to decode long vowels, short vowels and tricky words, include the unit of inquiry topics, the additional reading session starting from PYP4 is effective and fruitful to read sentences with appropriate expression and intonation.

### Language Resources

Books and visuals

Songs, music, rhymes

Technology commonly used to support access to different languages

Translation tools

### Early years program (PYP2 & PYP3)

Early learning in the PYP is a holistic learning experience that integrates socio-emotional, physical and cognitive development. In the PYP classroom, it takes place in dynamic environments that promote play, discovery and exploration. Each child is unique, has choice, voice and ownership (agency).

We focus on relationships, environment and play and develop the learner profile attributes.

In Early years, Arabic language is the main language in the class besides using the English language through terminology.

They work together in a dynamic way to provide opportunities for the students to inquire in both languages, and bridge from one to the other in terms of learning and outcomes.

The main strength of delivering a bilingual model through the PYP is that the school-centered nature of curriculum development allows the school to tailor the program to the learning and language goals of the academy. This flexibility is key to success when one of the languages is difficult to access or to resource for education.

- pupils use play to make meaning and understandings of the world, and to develop oral language and symbolic competence.

- They share personal experiences and understandings through talk, play, shared stories and collaborative exploration.

-By listening attentively, teachers discover students' language expertise and mental models. Using this knowledge, teachers plan and create learning experiences that extend students' language capabilities. This knowledge can then be documented on a student's language portrait.

-Teachers model language around these explorations through talk-aloud, and use observations about students' expressed interests to ensure a responsive learning environment.

- Stories provide particular opportunities to develop language comprehension and the foundations of literacy.

### English language in the primary stage at EIS – Zayed the procedures followed to improve English language for the school community:

1- The teacher and the students use the English language as the main language in the class .

2- Enhancing the value of English language among pupils and encouraging them to use it to express themselves and do various activities as it is the most common language in the world and the language of science in modern times.

3- Improving students' reading and writing skills through providing English books and stories in the school library and in the classroom bookcases.

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4- Making use of the school library in improving English language through reading or borrowing books; and providing English books in all fields.

5- Making integration between the units of inquiry and English language learning.

6- Encouraging students to express themselves and do various activities using English language.

7- Making good use of modern technology available in class to enhance English language learning.

8-Using the Arabic language in the Arabic session and religion only.

## English Language

Language is to be seen as an individual series for every student. Our school is trying hard to make each student proficient in the English language.

Starting from pyp4 till pyp8, there are two teachers inside the classroom during the English sessions. One is the main and the other is the assistant. The students are divided into groups according to their levels and needs of English language. The teachers present and use the strategies relevant to the student's level implementing the same scope and sequence. The development in each student's level is measured individually to help teachers to pinpoint the points of weakness for each learner and try to put remedies individually and set support programs with the help of parents.

## Differentiation

Differentiation in language is a teacher's proactive response to learner needs shaped by inset and guided by general principles of differentiation:

- An environment that encourages and supports language learning
- Quality language curriculum
- Assessment that informs teaching and learning language
- Instructions that respond to student variance in language.
- Leading students and managing language routines

Teachers can differentiate through:

- Content (the information and ideas students grapple with to reach the learning goals).
- Process (how students take in and make sense of the content)
- Product (how students show what they know, understand and can do)
- Affect/environment (the climate or tone of the classroom)

According to the student's

- Readiness (a student's proximity to specified learning goals)
- Interests (passion, affinities, kinships that motivate learning)
- Learning profile (preferred approaches to learning)

Through a variety of instructional strategies, such as learning/interest centres, graphic organizer, scaffolded reading/writing /intelligence preferences tiered assignment learning contracts, menus, complex instructions, independent projects, expression options, small groups, instructions.

## The Library:

The school library has English and Arabic sections. 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. We are working on making all the resources available on line for all students.

The school provides a digital library to help the students and teachers with the units of inquiry.

## Communicating the policy:-

- All EIS IB policies are posted on the EIS website available for downloading and in an easy printing format.
- For teachers, training sessions will be conducted along with handing them a printed version of the policy and sent by email.
- For students, training sessions will be conducted along with handing them a printed version of the policy.
- For parents: it will be sent via mail

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## Connection to other policies:

### Language and Assessment

At EIS, the assessment of language (language of instruction and English) is an on-going process throughout the school year. Formative and summative assessments are used to assess all four language skills (reading, writing, listening and speaking) in addition to viewing and presenting. Different assessment strategies and tools are used to assess and realize every student's language learning profile.

### Reference list

www.ib.org

From principles to practice 2014

Learning and teaching

Virtual visit guide 2016

Language policy guide

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It's recommended to read the assessment policy with the language policy.

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