



Egyptian International School

# EIS Language Policy

## **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.

## **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. 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. IB learners 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.**

## **EIS Mission Statement**

**Egyptian International School (EIS) aims to contribute in 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 fulfil 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.**

### **So EIS strives to:-**

- develop motivated, responsible life-long learners who make a difference to our world.
- provide an open-minded and supportive atmosphere through a climate of commitment, empathy and open communication.
- establish a strong connection between different academic materials in order to make the learner see the world as a whole of connecting fields.
- promote international-mindedness throughout curriculum by exploring our diversity of culture, language and experience and respect it.
- promote the acquisition of different skills (thinking, communicating...etc.), experiences and qualifications.
- develop a balanced curriculum in which art and music are merging with each other in order to give learners opportunities to express and explore their artistic and creative skills. Moreover, the school gives the learners opportunities to identify and appreciate others' experiences.
- merge the Physical Education to develop the learners' fitness and encourage them to set a foundation for a balanced lifestyle.
- encourage the learner to volunteer to work in the fields of the community services.
- Develop the social and leadership skills in order to help the learners in their future lives.



## LANGUAGE POLICY IN PYP- EIS

### Philosophy

Language is a way for communication and the key of the learning process. That's why our language program at EIS is trying hard to equip the students to be international citizens who are able to communicate with the outer world. All staff at EIS speaks, read and write Arabic fluently. The Arabic language is included in all aspects of the learning process. So, we think that:

- Students can be able to think scientifically, develop their social skills and values and gain knowledge through language.
- Language reflects values, history and the way learners think
- Language has a vital role to document the learner's identity. EIS tries to make the students able to use the English language. This helps them to strengthen the communication process with the outer community and to be open-minded to accept other cultures.
- Language is a part of the social and personal development. Learning languages at school is very important for the students to become knowledgeable

In addition to all what we mentioned, learning and practicing in the primary stage is very important to the teachers as it helps them to search, exchange ideas and improve their language by enhancing the integrated development of language and seeing language as the basis of learning through axis that goes beyond subjects and teaching the students the rules of self-evaluation that is related to the language mistakes that they make while learning languages. Moreover, reading and understanding context enables them to know the meaning, understand, analyze and criticize what they read.

All these activities are carried out by giving the students the chance to discuss what they read from different resources (Library, The Internet, Magazines, Encyclopedias, etc.



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These activities are done in groups to enhance their language skills and enable them to express their feelings and thoughts by using different forms of writing. This is done by using variety of strategies to teach the students. In lower grades, (early years, elementary) spelling and alphabet strategy is used through language skills.

### **Learning a Second Language**

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 a mother tongue ,English and French. This enables them to communicate with outer community and understand the other's culture and accept it.

### **Arabic Language in Primary Stage:**

Arabic is the basic language of learning in PYP and the learning process in this program including all units of inquiry are presented in Arabic.

The content of the Arabic language curriculum in EIS follows the curriculum of the Egyptian Ministry of Education but **we concentrate on values, concepts, attitude, skills and knowledge**. We use the learning styles and strategies that go along with the IB. The same thing is done with the Religion curriculum which is presented in Arabic and the Egyptian program for Social Studies.

### **English language in the primary stage at EIS**

Arabic is the main language (mother tongue) in the PYP but our school is interested in making all learners have good command of English. This is done by concentrating on teaching languages in classrooms by teaching the students the skills of the English language and increasing the number of teaching hours up to 450 minutes per week. We distribute all students into levels according to their language needs from (PYP 6) to (PYP 8).



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Our school depends on the document of scope and sequence in teaching language in IB. Teachers, in the support unit, are sometimes required to facilitate learning process to their students and give them self-confidence to use language accurately.

### **Education and development unit and 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 policy and curriculum**

It is very important to learn not only the language but to know about the language and through it as well. That's why the curriculum is set to include teaching and learning processes for the best ways to practice that go along with real contexts, literature that plays a very important role in understanding themselves and others and learning by oral, visual and written communication in all languages by different educational experiences when teachers provide the students with different strategies according to their needs. Moreover, we use variety of formative assessment techniques like, achievement file, conferences, mistake analysis, writing , model analysis,.....



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## **Arabic as a mother tongue**

The Egyptian international School (EIS) is the first governmental school that presents the PYP in Arabic. It supports Arabic throughout the teaching process by using it as the language of communication at the school community. So, EIS supports the fluency of the mother tongue.

### **Purpose of Language**

Learning Arabic aims to

- Keep and document the identity of the learners.
- Support and develop the language skills (reading, writing, listening, speaking)
- Encourage learning languages using a method that goes beyond the curriculum
- Enroll teaching and learning languages in the unit of inquiry
- Have the chance to teach a second language



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## LANGUAGE POLICY IN MYP- EIS

### PHILOSOPHY

At EIS we believe that multilingualism opens the world for students, exposing them to opportunities and relationships beyond what one language can provide. We believe that “language study develops international understanding, reinforces cultural identity, enhances personal growth and promotes effective communication” within and beyond cultural groups. We recognize that the multilingual classroom is the norm at EIS. Because language is so integral to personal, interpersonal and cultural development, all EIS teachers are language teachers. Ideally, the “acquisition of language is an active process taught through authentic experiences with the goal of developing listening, speaking, reading, writing, presenting, and viewing skills through a culture of inquiry.” The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding.

EIS in MYP stage presents two different languages as follows

### Language and Literature

Arabic is the mother tongue of all students who are 100% Egyptian. So, Arabic is presented as Language and Literature.

The content of the Arabic language curriculum in EIS follows the curriculum of the Egyptian Ministry of Education. However, some changes and additions are done to the curriculum to reach the MYP objectives of Language & literature. We concentrate on values, concepts, attitude, skills and knowledge. We use the learning styles and strategies that go along with the MYP. The same thing is done with the Religion curriculum which is presented in Arabic and the Egyptian program for Social Studies.

EIS supports the fluency of the mother tongue.



## **Purpose of Language**

Learning Arabic aims to

- Keep and document the identity of the learners.
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## **Language Acquisition**

English is the language of instruction in the MYP. It is presented as language acquisition. Math and science teachers use English in presenting their classes.

Also, all their unit plans and worksheets are written in English.

Students are distributed into phases according to their levels. A diagnostic was done to all PYP students to divide them into language acquisition phases. The new students also have an English admission exam to divide them in the relevant phases. Students move from a phase to another according to an evaluation done by the end of each school year. By MYP5, students will reach phase 4.

Not more than two phases are placed in one class. Same content is taught in the class with a high level of differentiation in activities to meet different linguistic needs. Assessment tasks are differentiated according to the phases' objectives and the MYP language acquisition criteria are used in different phases.

If a student or more is in a higher phase than the 2 phases of a grade level, they will be taken separately with a group of students of this same phase. The periods of English in the timetable are distributed accordingly.

French is offered as language B.

In the DP, English will be offered as language B and Arabic as language A.

## **Links with other policies**

- Language and Literature and Language acquisition presented at EIS is assessed against the MYP criteria like all other subjects.
- All activities and researches done in all subjects are aligned with the Academic Honesty policy applied at EIS
- EIS has SEN policy that sets rules to deal with the students of special needs and this policy has clear relations with the language policy.

## **Language courses**

After being assessed and the teachers are able to know the students' needs, EIS arranges courses for the students on Saturdays and Thursdays according to authorized hour number on the basis of the students' levels. This helps to improve the language level of each student individually.

## **Education and development unit and 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. The remedial plans are designed according to the students' standards and are presented both after school and during breaks.

## **Resources**

EIS provides the students with various resources of languages. The school library is well equipped with a lot of resources for the Arabic and English languages; stories, dictionaries, books of all branches of knowledge are available for the students to read or borrow. Moreover, all classes are equipped with computers and internet access to enable them to search for any online resources to enrich their knowledge. EIS has a computer lab to give the students the chance to read, listen and watch. Teachers use all these facilities to enhance the teaching process.

## **Language policy and curriculum**

It is very important to learn not only the language but to know about the language and through it as well. That's why the curriculum is set to include teaching and learning processes for the best ways to practice that go along with real contexts, literature that plays a very important role in understanding themselves and others and learning by oral, visual and written communication in all languages by different educational experiences when teachers provide the students with different strategies according to their needs. Moreover, we use variety of formative assessment techniques like, presentations, researches, story analysis, writing, model analysis,.....

## **Continuous professional development (CPD)**

Teachers receive continuous professional development as follows:

- Support language courses are organized on weekly basis for the language teachers.
- During quarter vacations and summer vacation, in cooperation with the sponsoring foundation, professional development and language sessions are organized for all teachers. All sessions are presented in both languages Arabic and English

## **Arabic as a mother tongue**

Arabic is the mother tongue of all students and teachers at EIS. Arabic is presented as language A. Arabic literature is taught at a wide range. Language analysis, story, poetry, Drama and Arabic rules are of the main topics taught to improve the students' abilities to deal with their mother tongue.