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

EIS Language Policy

Egyptian International School

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 programs of international education and rigorous assessment.
These programs 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 and 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 a 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.

EIS Vision

The EIS vision is to be recognized as a model international school in Egypt that fosters a strong Egyptian identity, bilingual proficiency in Arabic and English, and deep intercultural understanding. The EIS aim to empower students to become ethical leaders, innovative thinkers, and lifelong learners who contribute positively to a peaceful, respectful, and diverse global society.



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 in 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 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 and vision to prepare students who are passionate about their Egyptian identity, their mother tongue (Arabic) and who have a good command of the English and French languages. 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.

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 integral to personal, interpersonal, and cultural development.

School context

EIS is an Egyptian governmental school, co-educational day school serving students from Pre-Kindergarten through to Grade 12. EIS Zayed strive to support the home languages and cultural development of all students. We encourage all students to experience Arabic, English culture and language.

Demography

- Enrolment:
- Nationalities:
- Predominant population:

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 second languages. They learn about and reflect upon world cultures and events through the various media of communication.

- Arabic is taught extensively to students as independent language and literature course (in PYP and MYP) But in DP is Arabic (A) literature.
- English is taught extensively to students as independent language acquisition in all programs.
- French is taught extensively to students as independent language acquisition in MYP and DP only .

- Science and mathematics are taught in English. Ministry of Education related subjects such as religion and social studies are taught in Arabic.
- Music, art, and PE teachers support the Arabic language as they use Arabic as the main language in their sessions.
- In EIS, all teachers are considered language teachers, promoting language learning across all subjects.

Learner Profile

Through the consistent integration of the Learner Profile, teachers have observed significant improvement in students' communication skills and their ability to collaborate effectively with peers. Students are increasingly demonstrating the attributes of the Learner Profile, and teachers actively use its language in daily interactions. The introduction of the Learner Profile is embedded in classroom practice by incorporating the attributes naturally into conversations. For example, a teacher may acknowledge a student by saying, "You have been a risk-taker today because you tried something new." This approach familiarizes students with the attributes and reinforces their application in authentic contexts.

ATL skills

The school emphasizes the development of communication skills in both the mother tongue and additional languages for both students and teachers. This includes promoting reading, writing, listening, and speaking in a variety of contexts and ensuring that students are equipped to communicate effectively in both their academic work and everyday life.

The school ensures that students develop literacy skills in both Arabic, English and French enabling them to read texts, interpret information, and write clearly in both academic and creative contexts.

Rights

- Right to Language Support: All students have the right to receive appropriate support in developing proficiency in the school's language(s) of instruction.
- Right to Maintain Mother Tongue: Students and staff have the right to value and maintain their mother tongue as part of their cultural identity and personal development.
- Right to Multilingualism: Students have the right to develop additional languages, fostering global citizenship and intercultural understanding.
- Right to Communication: Parents and guardians have the right to receive communication in a language they can understand, to ensure full participation in the school community.

Responsibilities

- Promoting Language Equity: All members must respect linguistic diversity and promote an inclusive environment that values all languages and cultures.
- Using Language Respectfully: All staff, students, and parents are responsible for using respectful, inclusive, and constructive language in all school interactions.
- Supporting Language Development: Teachers are responsible for incorporating language support strategies in all subject areas to enhance student understanding and engagement.
- Adhering to the Language Policy: All staff, students, and parents are expected to understand and support the implementation of the school's language policy.
- Encouraging a Language-Rich Environment: All members should contribute to creating a language-rich environment that fosters inquiry, communication, and multilingual learning.

IB program 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 address the diversity of student language needs, including those for students learning language(s) other than their mother tongue.
- Teaching and learning demonstrate 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 recognize 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(s).

The role of language to promote and provoke international-mindedness, interdisciplinary, and transdisciplinary learning

Language is the gate of learning. EIS School provides students with multiple, authentic opportunities below the umbrella of transdisciplinary 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.

At PYP EIS Zayed

We organize mini exhibitions for all grade levels to support the development of literacy skills. These mini exhibitions provide students with valuable opportunities to strengthen their reading, writing, speaking, and listening abilities. Such skills are essential not only for presenting their work but also to deepen their understanding of inquiry and engage meaningfully with the broader community.

The PYP Exhibition is often connected to global or local issues within the framework of transdisciplinary themes. Language plays a crucial role in helping students make connections between these themes and their own experiences or discoveries.

At MYP EIS Zayed

Language learning extends beyond individual subjects and is embedded in interdisciplinary units, where students explore global issues through a multilingual lens. These units promote collaboration, inquiry, and a deeper understanding of complex real-world problems, helping students become more open-minded and globally engaged.

Moreover, the Personal Project, an essential culminating experience in the MYP, offers students the opportunity to express their passions and personal interests either in Arabic or English. This bilingual option respects students' linguistic identities while encouraging them to communicate their ideas effectively to a broader audience.

At DP EIS Zayed

The role of TOK, EE, and CAS in language acquisition (IBDP).

TOK sharpens academic language for reasoning and evaluation through structured discussions that surface different perspectives and require justification of claims, improving precision, stance, and audience awareness.

EE builds advanced literacy through sustained research, strengthening inquiry questions, synthesis, terminology, structure, and citation.

CAS creates authentic communication contexts, planning, collaboration, reflection, where learners adjust register, negotiate meaning, and gain fluency.

Language of instruction

EIS Zayed School is a bilingual school where the language of instruction is English and Arabic. The subjects taught in Arabic are Arabic, social studies, art, design, PHE, music and religion. The subjects taught in English are English, math, TOK, CAS, business and sciences. Students start learning "English" as a second language in PYP2, and "French" in MYP1.

Arabic is the mother tongue language of all students in EIS. The national subjects: Arabic, social studies and religion are taught in standard Arabic.

Support of the mother tongue

In EIS, Zayed, Students use Arabic in studying: -

1. Standard Arabic language must be used during Arabic language classes and religion.
2. Enhancing the value of Arabic language among students and motivating them to use it.
3. Improving reading and writing skills through using literacy strategies.
4. Celebrating the international "special days" that give attention to the language such as "Arabic language day" and "Mother tongue day".
5. Providing "free reading" hours for Arabic language through within "the units of inquiry".
6. Using modern technology available in classes to enhance Arabic language.
7. Making integration between the units of inquiry and Arabic language.
8. EIS encourages students to participate in Arabic Reading Competitions and celebrate their efforts and achievements.
9. The school library plays a crucial role in supporting the curriculum by regularly reviewing book shortages and proactively purchasing new resources that align with the various and updated central ideas across different transdisciplinary themes. This ensures that the library collection remains current and relevant, providing students with the necessary materials to enhance and illustrate their understanding of concepts.

In PYP

1. Using Nahla Wa Nahel platform to enhance Arabic language skills.
2. The school provides learning support in Arabic language to scaffold learning to students who may struggle with language barriers, or difficulties offering extra practice or assistance with comprehension and expression in Arabic. The Arabic support teacher helps students develop their speaking, listening, reading, and writing skills in Arabic. This includes helping them build vocabulary, grammar, and sentence structure.

In MYP

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 remedial plans 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.

In DP

Teachers support students to improve the Arabic language skills to help students in Arabic EE, Arabic IA and Arabic HL essay when needed using the study room.

Professional development to support all teachers in their contribution to the language development

At PYP- EIS Zayed

- The school encourages the teachers to learn the active learning strategies for teaching the languages.
- The school provides the students and teachers with many resources and platforms to enhance the Arabic and English languages such as “Raz Plus Kids” and “Nahla Wa Nahel”
- 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, attending many webinars, and Language conferences (such as Nile TESOL)
- During English sessions, a main teacher and an assistant support students grouped by level and needs. Both follow the same scope and sequence while applying strategies suited to each group. Student progress is measured individually to identify weaknesses, provide targeted support, and design remedial programs in collaboration with parents.

Reading program of English in PYP classes

The school ensures regular reading sessions to build students’ skills. Using *Jolly Phonics leveled books*, students practice CVC words and simple sentences. The *Raz-Plus* platform provides leveled stories tailored to individual needs. Over time, students learn to decode vowels, tricky words, and texts linked to Units of Inquiry.

From PYP 4 to PYP 8, students study two different stories per year to enrich their sense of English literature. Teachers also use listening and reading books to build basic skills in English (such as Skills Builder series and Smart Talk series)

The students also read different books to support inquiry as assignments on Raz Plus Kids or in the library or during reading sessions. The students are encouraged to create their own glossaries and continue adding to them year after year.

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).

Pupils use play, stories, and collaboration to make sense of the world, develop oral language, and build symbolic competence. Teachers listen attentively to identify students’ language abilities, plan experiences to extend them, and document progress in language portraits. Through modeling and responsive interactions, teachers create supportive environments for language growth. Stories and mini exhibitions foster comprehension, presentation, and confidence in both Arabic and English. Reading competitions on platforms such as *Raz Plus Kids* and *Nahla wa Nahel* provide engaging opportunities to strengthen reading and listening skills while celebrating progress.

At EIS MYP:

The MYP program facilitates student enrolment in the DELF (Diplôme d'études en langue française) course, thereby supporting French language acquisition. Beyond the registration process, the French faculty is responsible for organizing targeted training sessions for participating students. Furthermore, educators ensure students are supplied with all requisite instructional materials and resources

At EIS DP:

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.

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 the know, understand and can do)
- Affect the environment (the climate or tone of the classroom)
- According to the student's
    - Readiness (a students' 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.

Language Support program:

Language Resources

- The school library provides stories, dictionaries, and books in Arabic and English for reading and borrowing.
- Classrooms are equipped with computers and internet access for online research.
- A computer lab allows students to read, listen, and watch digital content.
- Teachers use books, visuals, songs, music, and rhymes to enhance learning.
- Technology, AI, and translation tools (paper and digital dictionaries) support access to different languages.

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 online 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 and these policies are also communicated to parents via email.
- Training sessions are conducted to support Teachers who also receive a printed version of the policy and sent by email.
- Training sessions will be conducted for students along with handing them a printed version of the policy.
- Parents receive the policies via emails.

The language policy steering committee

The Language Policy Steering Committee is responsible for overseeing the processes involved in developing the school's language philosophy and policy. The committee also ensures effective communication with all stakeholders and supports the implementation of the language continuum overview across the three programs offered at the school.
The EIS Language Policy is a living document that serves as a key reference in all teachers' professional development sessions and meetings.

Steering committee members

- EIS School Principal
- EIS Program coordinators
- EIS Coordinator deputies and Language teachers.

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 ass 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

- Program Standards and practices 2020
- Reviewing a language policy
- Learning and teaching (Language in the PYP)
- Guide to program evaluation

Cycle of Review

Date of issue: September 2016
Last review 2025
Date of review next in 2028
Then every three years
It's recommended to read the assessment policy with the language policy