



المدرسة الكندية الدولية

Language Policy

Philosophy

Language is fundamental to learning and is the primary means by which learners construct meaning and gain knowledge and skills that enable them to succeed in life. Language permeates all aspects of life and learning and thus has an integral role in the curriculum. Therefore, at CIS we take the approach that all teachers are language teachers and have a pivotal part to play in developing students' language.

As learners develop language through interaction with it and in it, we believe that by learning language and learning through language students become confident communicators and critical thinkers, as well as develop clear values and ethical principles in an increasingly challenging multilingual world. We offer a strong language programme and ensure that language is taught using multiple modalities to ensure all students learn effectively.

We also believe that through multilingualism, students gain access to different cultures and learn to appreciate and respect diversity. Considering that learning more than one language promotes intercultural perspectives and international mindedness, we believe that both pivotal concepts are key in the International Baccalaureate.

At CIS, we focus on developing strong skills in both English and Arabic languages, thus determining their success across the programmes in the IB continuum. CIS also offers French as an additional language for students to connect to their cultures and become more aware of their role as global citizens.

Language in the Primary Years Programme (PYP)

Language of Instruction:

English is the language of instruction within the school; therefore, learners' success in the programme depends on their level of competency in this language. From K to Grade 5, our focus is to provide learners with the necessary foundations of language learning, setting a strong skill base on which to build future learning. This entails that all teachers are encouraged to become active language teachers, as language transcends curriculum areas, and all teachers are language teachers within their subjects. Language is always taught meaningfully and in context, taking into consideration the developmental phases specified in the IB PYP Language Scope and Sequence, in which students build on what they already know to help them move forward. By the time learners complete fifth grade, they will be able to communicate their feelings and needs clearly to others, using the appropriate tone when speaking to different people in different contexts. Also, by the time learners move to MYP, they will be able to read and understand different types of texts with increasing sophistication and write for different purposes. Learning experiences are designed to ensure that all aspects of language learning are operating and to engage students in an authentic and meaningful process that involves:

Learning language where language is a communicative tool and learners build their communicative skills and use language to construct meaning and to interact. When learning language, learners develop their oral skills through listening and speaking, and their literacy skills through reading and writing. Language is a tool for learning and is fostered through reading.

Learning through language promotes deeper understanding and cognitive growth through exploring dense academic texts that help learners to build their academic language proficiency.

Learning about language empowers learners who, as critical language users, understand the relationship of language and meaning and how languages work, and are able to make choices about language use according to purpose and audience.

Second Language (Arabic)

Arabic Language and Literature is offered at CIS as a second language, as it is the language of the host country. Classical Arabic is taught to all students in grades K – 5, where they have 5 hours of Arabic each week. CIS is licensed by the Ministry of Education, and therefore must abide by all the MOE regulations. To fulfill this national requirement and to create balance between the IB requirements and those of the MOE, teachers along with the Arabic Language Coordinator, integrate the Ministry’s national curriculum within the school’s Arabic Language scope and sequence. Islamic religion is also taught in Arabic as per the Jordanian Ministry of Education requirements; however, translations are offered to ensure understanding.

Arabic language curriculum is organized into standalone sessions where the three language strands (oral, visual, and written) are integrated within the teaching practices. Students are given the opportunity to use and develop the three main strands of listening and speaking, viewing and presenting, reading and writing simultaneously in an inquiry-based approach. Where possible, Arabic is tied to the units of inquiry for curriculum enrichment.

At CIS, Arabic Language teachers are committed to develop and hone learners’ receptive and expressive skills, building a strong language base that equips them with the essential tools to communicate and express themselves, share thoughts, ideas and emotions in different contexts and for different purposes and audiences.

Mother Tongue Language

While English is the primary language of instruction at CIS, we are committed to the continued support and development of students’ mother tongues that is most strongly linked to the culture that an individual identifies with as their culture of origin and is often the language used at home. Whenever possible CIS values the linguistic and cultural backgrounds of all its community members even though it is not possible to offer classes in all its community spoken languages (NUMBER OF NATIONALITIES). The school requires learners to use the language of instruction, but at the same time students are encouraged to prosper skills in order to read, write, and speak in their home language and are taught to use our diverse digital library as a resource for reading books in other languages. Our classroom libraries also host multicultural books, and CIS fully acknowledges the role of language in affirming identity and liaises with parents to achieve shared goals. CIS embraces the diversity of cultures and perspectives, and learners are encouraged to celebrate this diversity in a safe, welcoming environment that identifies them as individuals with diverse language backgrounds. Beyond the physical campus, we use online resources to connect with other students and communities around the world, and invite families to share their language, culture, identity, and experiences with our learners in order to enhance learning and build a better community. All these practices give the learner “voice, choice, and ownership” to improve their communication skills and it insures to develop their self-esteem while celebrating their own cultural identity. CIS shows respect and interest in its diverse student population through celebrations and special events. We encourage all practices that reflect the diversity of languages and cultures among the learning community such as morning assemblies and after-school language clubs.

Language in the Inquiry UOI classes

Language in the Classroom and Programme of Inquiry:

Language is interwoven into every aspect of our classrooms through various social and literacy activities. Examples of these practices include different writing genres that serve the UOI, the daily “read aloud”, class discussions, collaborative group work, debates, oral presentations, inviting classroom libraries, guided reading, play, end of unit presentations and much more. Language is supported through

integration. Students can use basic interpersonal communication skills with peers and are encouraged to use cognitive academic language proficiency. Our Programme of Inquiry demonstrates that language is integral to all aspects of our curriculum. Throughout all of our unit planners, oral, visual, and written language opportunities are present and drive the further development of language. At the heart of our Programme of Inquiry is the IB learner profile which promotes students to be open-minded, reflective communicators who are caring, knowledgeable, and willing to take risks in order to expand their horizons.

The Language Learner

PYP Language learners at CIS are expected to grow into:

- Confident and able communicators
- International Minded Learners
- Becoming Literate
- Effective inquirers
- Communicators

Additional Language (French)

CIS promotes multilingualism through additional language teaching where we aim to create more opportunities for students to develop international mindedness through language exposure.

In CIS, French language is compulsory from Grades 1 – 5 where learners have one hour a week dedicated to additional language skill-based instruction. We support students in getting the basic knowledge of the French language while adopting the same approach to language acquisition learning: learning the language, learning about the language, and learning through the language.

Through learning an additional language, students are given the opportunity to explore a new intricate system of rules, structures and lexis which contributes to developing cognitive and critical thinking skills, problem solving and increases understanding of other cultures.

Support Programme:

At CIS, teaching and learning supports students who are not proficient either in the language of instruction (English) or the second language (Arabic), and thus addresses the varying language abilities of all students. Homeroom teachers differentiate their methods of instruction that include different teaching strategies, modifying tasks, working in small or mixed-ability groups to meet all individual needs while using different resources with different levels of language complexity.

However, in some cases, and depending on the student's language needs, Language Support teachers (ESL/ASL) might resort to support students using withdrawal methods. In such cases, homeroom, support teachers, and Language coordinators collaboratively design remedial plans for individual cases, which aim to support the student to meet the standards of their year level but at a lower level.

Support Teachers update homeroom teachers, language coordinators, and parents on student progress. Once the student can meet the overall expectations of their year group, they are integrated back into their class.

To ensure the students' full engagement in the programme and to help them explore their full potential, teachers continue to implement differentiation strategies to meet the language needs of all students.

Language in the Middle Years Programme (MYP)

Language is integral to learning and an essential tool for communication. Students' success in the increasingly complex global society in which we live means that students need to develop and sharpen the full range of their language skills, which is a determining factor that leads to their success in the academic program and in life after school. English is the language of instruction at CIS including the Middle Years, except for Arabic and Religion, which are taught in Arabic (according to the MOE requirements).

English language learning takes place across the disciplines and all teachers are language teachers who are responsible for the development of students' language skills, which is a joint responsibility between student, parent and teacher and between subject teachers. All subject teachers ensure that they teach the subject specific language, unpack command terms and deconstruct and rebuild text e.g. science vocabulary, science information text.

CIS offers the following language courses in the Middle Years Program:

Language and Literature: English and Arabic

Language Acquisition: Arabic

CIS determines students' performance regarding their language skills through a range of formative and summative assessment strategies and tools. Continuous assessment is a fundamental aspect of planning for learning with the intent of achieving the desired learning objectives and standards.

Language and Literature

CIS offers MYP language and literature classes in both English and Arabic for all students providing a rich language environment to hone their linguistic, analytical and communicative skills. As language is integral to personal development and cultural identity, MYP students are given the opportunity to love literature, engaging them in the study of a wide range of literary and non-literary text types from different historical periods and cultures, writing styles and techniques, allowing students to interact with a range of texts, think critically and ethically to form their own opinions, and comment on the significance of any possible contexts, audiences, purpose, and the use of linguistic and literary devices. The program builds on experiences in language learning that students have gained in the Primary Years Programme (PYP) and provides students with ample opportunities to improve their skills in the six areas of listening and speaking, reading and writing, viewing and presenting in the Middle Years. These skills are based on the IBMYP English Language and Literature Criteria found in the guide (enhanced version 2021).

Students' Pathway in English in the MYP

English is the language of instruction at CIS from K-12.

In the MYP, students are expected to study English as Language and Literature (LL) and depending on their assessed English proficiency level; students are provided with differentiated strategies to cater for their needs.

At CIS, English proficiency level is determined through diagnostic tests for new admissions in addition to the results found in summative and formative assessments within the academic scholastic year.

Due to the rigorous expectations for English language proficiency at CIS, new admissions who acquire below expectations in their MYP allocated year will be granted extra support.

MYP Years	MYP – 1	MYP – 2	MYP – 3	MYP – 4	MYP – 5
MYP Course	English Language and Literature	English Language and Literature	English Language and Literature	English Language and Literature	English Language and Literature
Potential Support	Differentiation	Differentiation	Differentiation	Differentiation	Differentiation

Students' Pathway in Arabic in the MYP

All students learn Arabic, the mother tongue of most of its student population, and the host country's language taught from K-12.

Although the language of instruction in the MYP is English, students are still expected to study Arabic as language and literature or Language Acquisition.

The transition between phases is based on a diagnostic test taken at the start of each scholastic year.

Students whose Mother Tongue Language is not Arabic will automatically be offered Arabic Acquisition at Phases 1-2.

Arabic Language is also reinforced through other disciplines such as Religion, Interdisciplinary Units and extra support.

Language Acquisition

CIS offers MYP Language Acquisition in Arabic for students, aiming to develop their language competency. Within the Language Acquisition discipline, students extend their communication skills necessary for further language learning in a range of authentic contexts and a variety of audiences and purposes. Language Acquisition enables the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning.

MYP Years	MYP – 1	MYP – 2	MYP – 3	MYP - 4	MYP – 5
MYP Course	Arabic Language and Literature	Arabic Language and Literature	Arabic Language and Literature	Arabic Language and Literature	Arabic Language and Literature
	Arabic Language Acquisition – Students whose mother tongue is not Arabic.	Arabic Language Acquisition- Students whose mother tongue is not Arabic.	Arabic Language Acquisition- Students whose mother tongue is not Arabic.	Arabic Language Acquisition- Students whose mother tongue is not Arabic.	Arabic Language Acquisition- Students whose mother tongue is not Arabic.
	(Phases 1-5)	(Phases 1-5)	(Phases 1- 5)	(Phases 1- 5)	(Phases 1- 5)

<p>Transition between LA Phases</p>	<p>*The phases are determined by a yearly diagnostic test taken by students at the beginning of the scholastic year in addition to the results found in summative and formative assessments. This is based on the rubric requirements for each allocated phase in the Language Acquisition Guide.</p>
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Mother Tongue:

At CIS, the Middle Years Programme encourages and provides an opportunity for students to develop their mother tongue language. CIS believes that every student brings their unique cultural background to the school, so we aim to support students and families in maintaining and developing mother tongue language(s) and literacy skills. This belief encourages the attributes identified in the IB learner profile and promotes responsible action and international mindedness.

Parents and students are encouraged to speak, read, write, and develop their mother tongue at home. This strengthens the child’s language skills while instilling a sense of importance about his or her culture. In addition to this, the school organizes many events wherein there is always an integration of the mother tongue and the host country's language as one of the areas of performance and presentation. Festivals and morning assemblies are conducted in the various home country language(s). Moreover, the school promotes a collection of books in the library that provide students with literature in the range of mother tongues that are spoken in the school’s community.

Additional Language (French):

We place significant importance on language learning including additional languages. Therefore, we offer our learners French as an additional language in the MYP Years 1 – 3 as a continuation of their French language learning after the completion of Grade 5 in the PYP. With this, CIS learners are provided with the opportunity to develop insights into the features and practices of a third language, paving the way for students who would wish to continue with the French language Ab initio in the DP.

Language Support:

All MYP teachers are language teachers within their disciplines and are responsible for the development of the students’ academic language across the year levels. Support is provided directly to students whose language skills in English or Arabic need further development. Teachers in the Middle Years differentiate their methods of instruction and apply different strategies in planning and the delivery of the curriculum to ensure the development of the students’ academic language for success in the mainstream courses.

To determine a student’s eligibility for further language support, and according to CIS Admissions Policy, students are required to sit for a language proficiency test in English and Arabic at admission. Data collected from both tests provide further clarity whether a student requires language support or not.

As for the Arabic language support, both the language proficiency test at admission and the formative and summative assessments throughout the scholastic year are the key indicators to determine whether a student requires a remedial or an intervention plan and this all depends on his/her performance on both tests.

Language in the Diploma Programme (DP):

In the DP, the language of instruction is English except for the offered courses of Arabic Language B Acquisition, French Ab Initio and the requirements mandated by the Ministry of Education. Continuing from the tradition in both the PYP and MYP years the approach to learning language, learning about language and learning through language remains the same within the outcomes set for the DP.

The pathway for language courses in the DP is divided into studies in language and literature and language acquisition courses. Each student is required to take at least two languages.

A Brief Description of IB DP Language Courses (offered at CIS):

Studies in the Language A: Language and Literature Course: Throughout this course, students will study a range of literary and non-literary texts from a variety of sources, genres and media to develop skills of textual analysis and to question the meaning generated by language and texts. Students will recognize the importance of the roles of context and culture in which texts are written and received in shaping meaning. Students will also study translated literature from other cultures, which contributes to the further development of a global perspective.

Language Acquisition Course:

- I. Language B: is designed for students with some previous experience of the target language where they will further develop their ability to communicate through the study of language, themes and texts. In this course, students will learn to communicate in the target language in familiar and unfamiliar contexts, developing a level of competency in the receptive, productive and interactive skills.
- II. Language Ab initio: Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. In Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts.

CIS is offering the following language courses in the DP:

Studies in Language and Literature:

- Language A: Language and literature:
 - I. English: Higher and Standard Level
- Language B: Language Acquisition:
 - I. Arabic: Higher and Standard Level
 - II. English: Higher and Standard Level
- Language Acquisition: Ab Initio:

- I. French: Standard level
- II. Spanish Ab initio online through Pamoja (this is offered if needed)

Guiding principles for language course selection:

- For CIS existing students (MYP Year 5 students promoted to DP Year 1):
 - I. Course selection and entry into a course will be guided by each student's language interest, proficiency level and university admission requirements during a one-to-one language selection consultation session between student, parents/legal guardians, DP coordinator and college counselor.
- For Prospective Students:
 - I. Language course selection will be determined first by the results of CIS English and Arabic entrance exams and informed by the student's language history and the language profile of the family.
 - II. A one-to-one meeting including the DP Coordinator, the student and the college counselor will then follow to support final selection.

Procedure followed in language selection:

- DP students and their parents attend an orientation session which explains the programme subject groups including languages. After the orientation session, students submit their subject selection form to the DP Coordinator.
- A one-to-one consultation session with the DP coordinator and student is conducted after which subject options will be approved or altered based on the student's best interest.
- DP students may transfer from language B to language A or vice versa during the one-month trial period. After the trial period, no subject transfers will be allowed.

Mother Tongue Support:

CIS is planning to support students whose mother tongue or most proficient language is different from the language A or B subject(s) offered at school, CIS allows students to take an IB Diploma Programme self-taught Literature SL course. The school will provide support through:

- I. CIS Language teachers who will assist students in their understanding of the requirements of each section of the course, how to choose appropriate works from the prescribed lists, and how to prepare for the assessment tasks.
- II. Finding external tutors to assist self-taught courses students throughout the two years of the course (if needed).
- III. Providing students with clear deadlines to help them organize their calendars accordingly.
- IV. Arranging for internal assessment for the oral component.

Language Support:

- Students who are not able to successfully complete language B courses and are not willing to do a

bilingual Diploma are advised to take an ab initio language course. Moreover, CIS offers French ab initio. Spanish ab initio through Pamoja platform will be available to those students if needed.

- CIS provides language support for students who need inclusive assessment arrangements, such as: readers, writers and scribe, etc.

Bilingual Diploma:

Students who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature are awarded a bilingual Diploma.

Library & Media Resource Center's Role in Supporting Language:

Our school library is integral to the teaching and learning process as it includes a wide range of literature to support and complement classroom resources and help learners to become autonomous readers. Our library offers a carefully selected and regularly updated variety of fiction, non-fiction and periodicals in English, Arabic, French and other languages.

Our librarian collaborates with teachers to identify and support students' language and literacy needs, provide quality fiction to develop in students the habit and enjoyment of reading for pleasure and to implement inquiry-based programmes that will ensure learners acquire the skills to research, analyze and share their findings.

- *International Baccalaureate. From Principles into Practice. Cardiff, 2015.*
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- *International Baccalaureate. Making the PYP happen: A curriculum framework for international primary education. Cardiff, 2007.*
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- *Primary Years Programme, Reviewing a language policy, Published October 2018*
- *Updated December 2018*
- *International Baccalaureate. MYP: From Principles into Practice (updated August 2022) Cardiff, 2015.*

Policy Development and Review:

The language policy is developed by a committee which includes teachers from across the school representing Primary, Middle, and Senior Schools.

CIS Language Review Cycle

The document is a roadmap which provides an overview of language learning and teaching. It is designed and studied to be in line with the Standards and Practices of the International Baccalaureate programmes. The Language Policy has been developed by the three sections of the school involving language coordinators, programmes' coordinators and teachers with the intent of constant future discussion and revision of each component, based on the changing needs and learning styles of students.

The Language policy was created July 24th, 2019

Reviewed April 2022

The language policy is reviewed every 3 years, based upon feedback collected throughout the review cycle

Language policy was reviewed in February 2024 by The School Principal, Programme Coordinators, and Language Teachers in all three programmes.