

TOWHEED IRANIAN SCHOOL (T.I.S)

*Language
Policy*

TOWHEED IRANIAN SCHOOL

Dubai – U.A.E.

Language Policy

"A language policy is an action statement ... It is concerned less with where the students in a school are going, and more with how they are going to get there."

Language Policy in Schools, Corson (1999)

Introduction

We in T.I.S. believe that language plays a vital role in learning process so we foster the development of the language of instruction, mother tongue and world language

The school community is mostly bilingual, but the students are encouraged to experience other languages and the cultures associated with them.

This document includes provisions for second-language teaching and mother-tongue language support that meets the needs of students and reflects the principles of the programme.

Philosophy

At the Towheed International School we understand that:

- ✓ Language is a primary means of communicating and learning.
- ✓ All teachers are language teachers.
- ✓ The acquisition of language is a lifelong process and is a central component of intellectual and personal growth.

- ✓ Proficiency earned in one language is transferable to other languages, and language proficiency aids the student in acquiring competencies in other curricular areas.
- ✓ Language is an expression of culture and must be valued as an integral part of a student's identity.
- ✓ Language learning promotes internationalism and multicultural understanding.
- ✓ Language learning must be fostered in all aspects of the school community.
- ✓ All teachers strive to recognize the language needs of all students and work to serve these needs within and outside of the classroom.
- ✓ Mother tongue language development is essential in establishing a firm foundation for thinking processes in maintaining cultural identity, and in developing communicative and literacy skills.
- ✓ All teachers promote bilingualism and strive for the academic success of our students.
- ✓ All students are given opportunities to become bilingual.
- ✓ Parents are made aware of their important role in ensuring the development of their children's mother tongue and are encouraged to do so

Aims

At T.I.S, our language policy and programmes aim to:

- ✓ Enable students to learn and use language effectively, accurately, appropriately, and confidently.
- ✓ Enable students to develop and use language skills in a variety of contexts and purposes.
- ✓ Develop students' skills and abilities in oral and written communication.
- ✓ Promote the appreciation, understanding, and analysis of literature.
- ✓ Encourage students to explore language as a means to understand the differing perspectives of people from other cultures.
- ✓ Develop students' awareness of the role of language in other areas of the curriculum and to other ways of knowing.
- ✓ To provide an opportunity for creativity, enjoyment and intellectual stimulation through knowledge of language and literature.

Language of Instruction

In T.I.S. the languages of instruction are Persian and English, and Arabic is practiced as the language of the host country.

As the mother tongue of most of the students is Persian and most of the parents prefer to communicate in Persian and at the same time there are many staff and administrators who speak Persian , school has been translating the IB philosophy , IB learner profile and some of the IB DP documents from English to Persian . This is to ensure consistent implementation and development of the programme . The original IB documents are available in English in the school website and library.

Language Learning

The focus of language is its application across the subject areas and throughout the trans disciplinary programme .

The programme provides an authentic context for learners to develop and use language.

In Primary and Middle school both languages (English and Persian) are developed not only in language classes but through the different activities such as library time , students presentations and debates , story writing competitions ,etc.

We empower students to comprehend language through listening, reading and to express themselves through speaking, writing, and presenting.

Our English curriculum is based on the Common Core State Standards (CCSS)

" The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life." (<http://www.corestandards.org/ELA-Literacy/>) .

Our Persian programme is the I.R. of Iran Ministry of Education National curriculum .

Arabic language is taught as recommended by U.A.E. Ministry of Education for non- Arab students from G1-9 .

IB Diploma Programme Offerings at T.I.S.

The language of instruction in the Diploma Programme is English. In the Diploma Programme, English language support is not provided. Students must already have an academic level of English when enrolling in the Diploma.

For students who are non-native English speakers or who have recently arrived from a non-English speaking country , English B (as a foreign language) may be offered . In these cases, the student will take a DP Language A other than English.

- At T.I.S. We are going to offer Language A and language B as mentioned bellow .

Language A :	English Literature	HL/ SL
	English Language and Literature	HL / SL ,
	Persian Language and Literature	HL/SL
	Persian Literature	HL / SL
Language B :	English B	HL /SL
	Persian	HL/SL

- In the language A: literature course, focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. The focus of the language A: language and literature course is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process. Literature and performance allows students to combine literary analysis with the investigation of the role of performance in our understanding of dramatic literature.:

The model for language A is the same at SL and HL, but there are significant quantitative and qualitative differences between the levels.

In the literature sections the number of texts prescribed is greater at HL than at SL. In the language sections

students are generally expected to cover many more texts of all kinds at HL than at SL.

- Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned.
- The relationship between the subject and TOK is central to the Diploma Programme.
- On a case-by-case basis and as need arises, T.I.S will allow, support and encourage students to register for a Self-Taught language at Standard Level.

- In grades 11 and 12 the students who follow the IB DP and are interested in a bilingual diploma will choose Persian A (Literature) and English A (Language and Literature). They could also choose one of the languages in group 2 (either SL or Ab initio).

Mother Tongue Support

Mother tongue is the first or native child's language . Development of mother-tongue language is crucial for cognitive development and in maintaining cultural identity. It also has the potential to increase intercultural awareness and understanding, and enables students to remain in touch with and maintain esteem for the language, literature and culture of their home country.

T.I.S. drives the parents attention to the importance of mother tongue development and its role in each individual's cultural identity .

The school library strives to develop its resources for mother tongue support such as: picture dictionaries, bilingual dictionaries, literature in various languages, as well as translations of literature from various languages.

Appropriate opportunities may be given to students to discuss/think through unfamiliar or complex concepts in their first language.

Language Learning Support (L.L.S.)

T.I.S. provides language learning support for the students who are below the grade level in primary and middle school .

We provide support to our students and their families to enable them to adjust to a new language, learning environment, and culture.

L.L.S. is primarily conducted during the school hours and when possible in-class in conjunction with the classroom teacher. This is to enable students the maximum opportunities to use language in meaningful contexts, particularly in their interactions with peers . As different students have different levels of language proficiency, the language needs of all students in the class should be

considered in joint planning by the ESL teacher and classroom teacher. Pull-out support is offered in specific circumstances:

In addition to the support provided by L.L.S team , the school recognizes that all teachers need to be language teachers and that language must be taught across the curriculum, not just in designated language activities.

Assessment

Assessment in all the phases , primary , Middle and high school and DP are base on the T.I.S. assessment policy .

Based on the assessment of language A in DP , Two of the assessment tasks at SL are significantly easier than the comparable tasks at HL. The first is the paper 1 textual analysis, where SL students address and analyse only one passage, while HL students make a comparative analysis of two passages. The second is the written tasks, where HL students must produce four tasks, rather than the three produced by SL students. Two of these tasks are submitted for external assessment at HL, while only one is submitted at SL. One of the assessed tasks submitted at HL must be a critical response that addresses one of six set questions and requires students to explore the values, attitudes and beliefs that are implied in the texts they select for this task. .

The relationship between the subject and TOK is central to the Diploma Programme. Having followed the

language A: language and literature course in group 1, students should be able to reflect critically on the

various ways of knowing and on knowledge issues

Library and media resources

T.I.S. library offers a wide range of resources addressing the needs of both students and teachers:

- ✓ fiction, nonfiction , reference books in Persian, English and Arabic
- ✓ CD-s, DVD-s on various topics;
- ✓ desktop computers

- ✓ internet connection
- ✓ overhead projector and interactive board
- ✓ self-study tables

COMMUNICATION OF LANGUAGE POLICY

The language policy will be introduced to the TIS community through multiple pathways including staff meetings, collaborative meetings , PTA meetings . New staff will be familiarized with the document during orientation.

REVIEW PROCESS

The language policy will be reviewed regularly as part of the curriculum review cycle and as part of the whole school improvement plan.

The Leadership team will review the implementation of the policy in classrooms and throughout the school on a regular basis as part of the appraisal process. This policy is subject to change .

REFERENCES

- IB Guidelines for developing a school language policy
- IB DP Language A: language and literature guide (first exams 2015)
- IB DP Language A: literature guide (first exams 2015)

- IB DP Language B guide (first exams 2015)
- <http://www.corestandards.org/ELA-Literacy/>