



*Anglican International School,
Jerusalem*

Where the world goes to school

LANGUAGE POLICY

Reviewed June 2016

Preamble

The Anglican International School, Jerusalem, is a Nursery to Grade 12 School. The school is divided into Pre-School, Elementary and Secondary sections. The Pre-School runs from Nursery to Early Years 2. The Elementary school runs from Primary Year 1 (PY1) to Primary Year 6 (PY6). The Secondary school caters for students from Secondary Grades 6 to 12.

In seeking to provide a truly international education for our students, we offer a Language A program for native language speakers and a Language B program for second language speakers. It is our view that the ability to communicate in more than one language is critical in fostering international understanding, cultural empathy and tolerance and in developing balanced, open-minded global citizens for the next generation. Accordingly, all teachers throughout the school are viewed as language teachers with responsibilities in facilitating appropriate communication.

1.1 Language A

As English is the school language of instruction, it is the main Language A subject on offer across the school from Nursery to Grade 12. However, it is recognized that there are students from the school who have mother tongue languages other than English. It is also acknowledged, that structured studies in a mother tongue:

- Facilitate the learning of an additional language;
- Enrich multi-cultural experience, awareness and understanding;
- Stimulate cognitive development;
- Enable students to remain connected with their native culture and eases readjustment on repatriation.

Accordingly, the option of taking a different or additional Language A subject to English is offered to all students from Secondary Grade 6 onwards. The Coordinator of Mother tongue Self-Taught Languages supervises these mother tongue courses of study and coordinates with the relevant Language A tutors. This provision is subject to an additional charge, as set by the appointed tutor. Students are required to complete a documented number of tuition hours per semester, in accordance with IB Middle Years Program (MYP), Diploma Program (DP) and MSA regulations.

1.2 Language B

Language B instruction plays a key role in education at AISJ. It is believed that learning a foreign language helps students to enhance their awareness of learning styles, strategies and study skills. It is believed that additional language acquisition leads to greater inter cultural awareness and understanding, empathy for the culture of the target language and open mindedness to others.

At AISJ we attract a large number of non-native English speakers, often as high as 75% of our annual intake. Some of these students will begin as Language B English students, either in the Elementary or Secondary schools. In the case where these students are diagnosed with learning disabilities, these are referred to the Language & Learning Support department. Through the use of intensive classes under the direction of the EAL (English as an Additional Language) department, personal study programs are tailored for students. EAL students cover core English skills at an appropriate level. MYP EAL students are supported and assessed in the context of their particular subjects. In the Secondary School, specific Language B classes for English are timetabled for Grades 11 and 12. The goal of English language instruction throughout the school is to fast track students in making the transition from English B to English A, with the ultimate goal of the student becoming actively bi-lingual and thus providing inclusion and equity of access to studies. In order to thrive, new students need to know and feel that AISJ respects their culture and language, and that from this place of pride and sense of worth they will be able to pick up English, building on their already existing, interchangeable literacy and language skills.

Pre-School & Elementary

English is the language of instruction in the Pre-School and Elementary school, with extra support being given to those students with English as an Additional Language. From Primary Years 1, students are introduced to French as a second language (Language B). In Primary Years 1 and 2, students follow a course of learning French through music. From Primary Year 3 to Primary Year 6, students have a weekly French lesson. This is differentiated according to level, from students who are beginners to those for whom French is their mother tongue.

Secondary

Students in the IB Middle Years Program (Grades 6 to 10) study English and another language at Language B (acquisition) level. We offer three Language B subjects on the timetable, Hebrew, Arabic and French, the first two of which are the official languages of the host country. Classes in these three languages are offered at the foundation, standard and advanced levels throughout Grades 6 to 10. Moreover, we offer the option of maintaining studies in other languages through a coordinated study program under the guidance of the World Languages Coordinator. Students who enter the school with English as an Additional Language may be given additional support in English, in place of a formal Language B class.

Students in Grades 11 and 12 are required to study two languages, English and one other. IB Diploma Program candidates must study one language at Language A level and one language at Language B level, or two languages at Language A level (leading to a bi-lingual diploma). For IB Diploma Program candidates, we currently offer classes in English A, English B, French B, French ab initio (including Pamoja online learning as appropriate), Hebrew B and Arabic B. As the official languages of the host country, Hebrew B and Arabic B are courses that are guaranteed to open regardless of the number of students who have enrolled for them.

Students also have the option of studying their mother tongue at Language A level as part of the School-Supported Self-Taught Language A program. This is coordinated by the Coordinator of Mother-Tongue Self-Taught Languages, who facilitates the program in cooperation with students and private tutors.

Promoting language learning amongst staff

At AISJ, we realize that all staff members provide the vehicle for dual language learning. In viewing our staff members as life-long learners, we particularly encourage all staff to acquire a working knowledge of the languages of the host country. In so doing, it is our view that we will promote the understanding of the two major cultural groups existing in the country. In addition, we expect staff will grow in appreciation of the difficulties, joys and processes involved in acquiring an additional language. This will directly impact pedagogy and empathy towards our Language B student cohort.

Languages and curriculum planning

At AISJ, we take the view that all IB subject teachers are language teachers. Secondary course programs should contain additional learning tools (for example, vocabulary lists), to support the English development in all our students.

Language Profile

As part of the admissions process, the languages of all students, including mother tongue and second languages, are recorded. This information is then used in forming the study schedule for each student, including arranging mother tongue language studies.

Rules and expectations of language use around the school

English is the language of instruction throughout the school, with the obvious exception of language classes. However, communication in mother tongue languages is allowed during breaks, with a view to supplementing communication in English, and aiding the acquisition of English language communication. Communication in mother tongue languages during break times is closely monitored in Elementary and Pre-School to ensure English as a language is enhanced and also to eliminate exclusion of non-speakers of the language.