

Language Policy

Revised in 2010 - 2011

The Language Philosophy of RFS Upper School

We, RFS Upper School (US), believe that language is at the core of the learning process and is a major means of communication, which crosses curricular boundaries to enable students to express their understandings. We also believe that language is the fundamental tool that bridges people regardless of their religious, ethnic, and cultural backgrounds. Therefore, we view that languages are critical in fostering international understanding and cultural empathy as well as in developing balanced, open-minded, inquisitive caring individuals. Language at F.B.S. is acquired holistically as students learn through language. Language cannot be separated from learning and learning cannot happen without some form of language. As a result, teachers at FBS play several rolls, they:

- prepare students to become fluent in English.
- encourage students to pursue competency in multiple languages
- integrate language and its cultural significance in every aspect of the curriculum, aiming at producing internationally minded learners with great respect and tolerance for other cultures and knowledge systems.

The Friends School offers two languages – Arabic and English in both A and B levels.

Language A

Language A is defined as the students' mother tongue (Arabic), though some students are bi-lingual and may identify English as their mother tongue, even though it is not their native language. In the Middle Years Program, such students are provided with extra support outside of the classroom and in full coordination with the classroom teacher. In the Diploma Program students can choose either language as language A or B. Courses in both are offered both on the standard level and the higher level.

The Upper School provides a comprehensive, rigorous, engaging curriculum aligned with all strands of the IBO's MYP standards and practices as well as subject specific objectives. The Upper

School also aligns its curriculum with the Palestinian Ministry of Education guidelines on language teaching.

We acknowledge that structure studies in a mother tongue has the following effects:

- Enables students to be connected with their culture
- Enriches awareness and understanding of other cultures
- Stimulates cognitive development

Language B

Language B is defined as a student's second language. In the Middle Years Program, English is identified as Language B. Classes are differentiated to fit the needs of those students who have higher proficiency in English than their peers. Within the DP program, students may choose to study English as language A or B in both the standard or high levels. Course selection guidelines given to students at the end MYP year 5 (grade 10) guide students in their language study choices in the DP.

RFS Upper School acknowledges that the Language B is curriculum is:

- the fundamental frame of the MYP concepts of holistic learning, and intercultural awareness
- the students' tool to enrich their awareness of leaning styles, strategies and study skills
- the means to develop communication skills to prepare students to be global citizens

Language of Instruction.

At the RFS Upper School, the language of instruction in the Middle Years Program is English and Arabic. Most students in the MYP program are conversationally fluent in English; however, need a considerable amount of work to reach academic writing and comprehension skills in English in preparation for the Diploma Program.

In the Diploma Program the language of instruction is mainly English, with support offered for students who still require extra help to improve their reading and writing skills in order to succeed in the program.

Assessment.

Teachers regularly use diagnostic, formative and summative assessments to assist them in the teaching of languages. Students in grades 6-10 are assessed using rubrics aligned with the MYP subject-specific criteria and the Upper School guidelines. Students and parents are continuously informed of student progress through informal meetings, formal conferences and report cards.

In the Diploma Program students are also diagnosed regularly through both summative and informative assessments. Parents and students are rigorously kept informed of student progress.

Revision of this policy

This policy will be reviewed and updated on annual basis.