



## **College De La Salle School Language Policy**

### **Language Philosophy**

At College De La Salle, we believe that students learn language through real-life contexts, literature, cultural exposures and interactions among students and other members of their society. The four communication strands of listening, speaking, writing and reading are learned and reinforced across and throughout all subject areas.

As educational constructivists, we understand that language learning is built on prior knowledge and understanding of the mother language. In learning an additional language, literacy (reading and writing), as well as active oral participation, are skills that are necessary for language proficiency.

As learning a language prospers through authentic situations, we believe that all teachers are language teachers. Therefore, correct and proper use of language is promoted in all subjects.

### **Language Profile:**

The Language programme at College La Salle aims at equipping all learners to be open-minded communicators. Therefore, developing language learning skills in more than one language, empowers students to understand, interpret, and respond to ideas, attitudes, and feelings on a global scale. This helps develop confidence and foster cultural awareness and respect.

The students at College De La Salle are exposed to three main languages, Arabic, English (Language A/ MYP Language & Literature) and French (Language B/ MYP Language Acquisition). We support proficiency in teaching and learning the three languages. Students are provided opportunities to learn Arabic and English from preschool to Grade 12 and French from K – 12.

Teachers at College De La Salle are predominately Jordanian. Teachers of English, Arabic, and French must be native or near-native speakers of the language they teach.

### **Language of Instruction**

English is the language of instruction and English language competency is seen as the key to student success in all subject areas. All subjects are taught in English except for Islamic Studies, Arabic and French. Teachers are encouraged to correct mistakes in English and differentiate subject-specific vocabulary for students who are not native speakers of English. English is promoted as a language of communication among students and teachers. Students who are not proficient in English, will receive adequate support from the language support teachers. Support includes; providing extra material and differentiated instruction.

### **Mother Tongue**

Our mission states that College De La Salle aims to empower its students to become principled, open-minded learners who can embrace global cultures and be proud of their own identity. Therefore, we acknowledge the importance of Arabic as the mother tongue of the vast majority of the students. Besides providing curricular Arabic Language and Literature courses (see below), we at La Salle provide various opportunities for our students to practice and learn about their language and culture through interactive and fun projects. Teachers include some mother tongue activities within their curriculum such as mother tongue

clubs, poetry performance, speeches delivered in standard Arabic.

### **Language Acquisition:**

The school supports multilingualism. French is an additional language as it is part of the school's history. It starts in kindergarten and continues until grade 12. Students sit for the DELF (External French examination run by the French Institute) in grades 6 and 9.

### **Overview of language programmes at College De La Salle**

#### **Language Courses Grades K-6**

In primary school, all students are taught our host country language, Arabic. Arabic, English, and French are introduced to all students from K until Grade 6. Students in Grades K receive Arabic language instruction 5x90 minutes per week. Students in Grades K receive French language instruction 3x30 minutes per week. Students in Grades 1-6 receive Arabic language instruction 7x45 minutes per week. Students in Grades 1-6 receive French language instruction 4x45 minutes per week.

#### **MYP Language Acquisition**

MYP students go through different phases depending on their performance. These phases are determined through diagnostic tests at the beginning of each term. Phases will be flexible to match the increasing and changing needs of the student, and they vary according to the performance of the student. Teachers and co-teachers use certain strategies and different methods of teaching to address

the needs of students in each phase.

### **Grades 7-9**

Students in Grades 7-9 receive Arabic language instruction 7x45 minutes per week. Students in Grades 7-9 receive French language instruction 4x45 minutes per week.

### **Grade 10 -12**

In Grades 10, 11 and Grade 12, students continue with advanced study in Arabic and/or English. As for the IB diploma course, Arabic and/or English as Language A and French as Language B Grade 11 students receive Arabic language instruction HL 5x45 minutes per week

SL 4x45 minutes per week Grade 11 Students receive French language instruction HL 5x45 minutes per week

SL 4x45 minutes per week Grade 12 students receive Arabic language instruction HL 5x45 minutes per week

SL 4x45 minutes per week Grade 12 Students receive French language instruction HL 5x45 minutes per week

SL 4x45 minutes per week

In some circumstances, students also have the option to start French as a new language in Grade 11 at the Ab Initio level (five times per week). This option is open to students who have had no exposure or possess insufficient knowledge of French, or Arabic to succeed at the Language B level.

### **Language Assessment Policy:**

Language development is a continuous and ongoing learning process. It is evaluated across a broad range of assessment strategies and various tools, and it is done both formatively and summatively, this allows for revision and refinement of each student's language development.

### **Involving Parents:**

We draw on our parent body to be involved in planning their children's language profile and development by sharing their knowledge and expertise of their mother tongue, English or French through active participation in language committees, debate clubs, interviews, and storytelling. Parents are also regularly oriented on the nature and requirement of all programmes in school. Administrators and teachers communicate students' performance and encourage parents to plan and make the right decisions that match their children's level and interests.

### **Inclusion:**

Most of our students do not have English as a language barrier, but the school has a support centre where support teachers work one-on-one with students who need intensive English.

Arabic Language is compulsory for students with Jordanian nationality. The Arabic support centre provides Arabic as one-on-one for those who need intensive Arabic.

Currently, College De La Salle has students from Pakistan, UK, Turkey, the USA, Saudi Arabia, Syria, Switzerland, Iraq, Palestine, Lebanon, Egypt, and Belgium. Arabic is non- compulsory for non-Arab students.

## **Professional development**

Professional development sessions are ongoing throughout the school year for administrators, teachers, librarians, and other school staff who require professional development in the fields of language learning and teaching. The library offers various resources in all languages taught as well as a rich range of subjects to be used by teachers and students

## **Policy Review:**

The policy will be reviewed on an annual basis in May by staff committees representing all sections of the school. This review will be organized by the IB coordinators and Languages Department.

October 14, 2019