



Language Policy

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Rationale:

Language plays a crucial role at IEC in fulfilling the school's mission and vision by developing a conscious generation capable of tackling diverse challenges while enhancing their physical, social, and communication skills in a moderate Islamic environment. IEC recognizes language as the foundation of culture and thinking, and its acquisition is pivotal in shaping students' personality, enriching their global and multicultural understanding. The continuous development of students' mother tongue is essential in preserving their cultural identity and heritage. All IEC teachers share the responsibility of fostering language skills among students, which not only enhances their knowledge but also their ability to comprehend evolving global concepts.

Language serves as a valuable tool to appreciate different cultures and communicate effectively. Students, through language acquisition, inquire about various perspectives and share their own with an open-minded approach, enabling them to excel in other curricular areas. IEC believes that language learning is a life-long process that requires dedication and willingness to excel, ultimately shaping knowledgeable and innovative students.

Practices and Procedures:

The language policy at IEC is closely linked to the IB Learner Profile attributes, which outline the skills, knowledge, and attitudes that the IB aims to develop in its students. The language policy aims to develop students' linguistic and cultural competencies, while fostering a deep appreciation for diversity, intercultural understanding, and effective communication. IEC is emphasizing on offering the Continuum so students acquire the knowledge, skills and attitudes that enable them to be:

Communicators: Students use language to develop their communication skills in multiple languages, fostering the ability to express themselves confidently and creatively in diverse settings.

Open-minded: students are encouraged to develop an open-minded attitude towards different cultures, perspectives, and ways of thinking, recognizing the importance of linguistic and cultural diversity.

Inquirers: Students use language as a tool to inquiry-based learning, emphasizing the importance of asking questions and seeking answers to deepen understanding. This approach to learning encourages students to engage with different languages and cultures, fostering a deeper appreciation and understanding of the world around them.

Knowledgeable: Students use language as a tool to develop linguistic and cultural knowledge by recognizing the importance of multilingualism and intercultural understanding in a globalized world.

Reflective: students use language to reflect on their own linguistic and cultural identities, recognizing that language and culture are deeply interconnected and that personal experiences shape how individuals view the world.

Risk-taker: students use language to become more confident and willing to take risks in other areas of their learning, as they learn to embrace challenges and persevere through difficulties.

Caring: Students use language to promote empathy and respect for other cultures and perspectives, and to develop a caring and compassionate attitude towards others. By

understanding different languages and cultures, students become more aware of global issues and are better equipped to contribute to creating a more peaceful and harmonious world.

Thinker: Learning a language requires critical thinking skills, as students must analyze and understand throughout their learning process. This process of analysis and problem-solving helps students to develop critical thinking skills that can be applied to other areas of their learning.

Balanced: Students use the language to promote a balanced approach to learning, as it involves the development of both linguistic and cultural competencies. By learning multiple languages, students become more well-rounded individuals, better equipped to navigate the complexities of the world around them.

Principled: Students show deep appreciation for linguistic and cultural diversity .

Languages at IEC:

The Islamic Educational College prides itself on providing a comprehensive language program that is designed to help students develop advanced language skills in multiple languages. Arabic is the primary or mother tongue language of instruction, providing students with a strong foundation in the language that will enable them to communicate effectively and confidently in Arabic-speaking countries. Language acquisition course is offered to support students' learning .

English is taught as a second language in all grades. The English language program is designed to help students develop fluency in English, with a focus on reading, writing, listening, and speaking skills. This enables students to communicate effectively with people from English-speaking countries, opening up opportunities for further study and career development.

The school is bilingual, meaning that both Arabic and English are used in classroom instruction, creating a rich and immersive language environment for students. This helps students to develop a deep understanding of both languages, allowing them to switch between them effortlessly and with ease.

In addition to Arabic and English, German is offered as a third language. The German language program is designed to provide students with a solid foundation in the language, covering all aspects of grammar, vocabulary, and pronunciation. Students who study German will develop advanced language skills that will enable them to communicate confidently with German speakers and open up opportunities for further study and career development in German-speaking countries.

Language of Instruction:

The language of instruction at IEC is English for Grade 5 to Grade 12, English is the primary medium of instruction for all subjects, with the exceptions of Religion, Arabic, and Social Studies. The Arabic and English courses offered in the Middle School furnish a fertile environment for students to develop their language skills, where the curriculum centers on the key domains of language learning. Students are given constant substantial opportunities to enhance their language competencies.

Additional Language:

In order to promote International Mindedness and multilingualism, students at IEC are offered German as an additional language in grade 5-8. Grade 9 -10 are given the flexibility to choose German language . Learning an additional language holds great significance for IEC students as it opens doors to new educational experiences, enhances cross-cultural communication skills,

and provides a competitive edge in the global job market. Learning the German language can enable students to communicate effectively with German-speaking counterparts and enrich their cross-cultural competence.

MYP Language Learning Pathway:

- *Arabic is a compulsory subject for all students.
- * Even though the language of instruction in the MYP is English, Arabic is still taught as Language and Literature.
- * Students who don't speak Arabic as their mother tongue are offered Arabic Language Acquisition.
- * The courses offered in the DP program are determined based on the students' performance in the MYP language courses.
- *Students get exposed to the local language and culture through school activities, weekly assemblies, and homeroom teaching periods. Furthermore, the study of world literature in language classes helps students gain insights into other cultures.

High School (Grades 11-12):

The language of instruction in the IBDP is English excluding Arabic IB courses.

In Grades 11 and 12, the school offers 2 Arabic Language courses, and 2 English Language courses as follows:

- Arabic A: Literature (Higher - Standard Levels)
- Arabic: Language B (Higher - Standard Levels)

- English A: Language & Literature (Higher - Standard Levels)
- English: Language B (Higher Level)

Based on their performance in the language courses in the MYP, students in the IBDP will either take two Language As or one Language A and one Language B, or, in some cases, two Language Bs. The course taken should academically challenge the student.

Language Requirements for Admission to School (for students from outside the school)
To be admitted to the school, students from outside must meet certain language requirements:

- Students in grades 5-9 must pass entrance tests in both Arabic and English with a minimum score of 60% in each subject.
- For IGCSE/SAT students from other schools registering for 10th grade, official results from 8th and 9th grades are required along with an Arabic language entrance exam.
- MYP students must provide their report for the last two years (grades 9 and 10), and an Arabic language entrance exam is not necessary if Arabic A was taken in the MYP.
- For students in the National Programme, their report for the last two years (grades 9 and 10) is required, with English language proficiency above 85%, and an entrance exam for the English Language.
- Students from foreign countries must provide their report for the last two years (grades 9 and 10), and their Language A will be determined based on their mother tongue, with self-taught support. If they desire the Jordanian National Certificate of Secondary Education Equivalency, they must take Arabic B.

- All students must submit a personal statement in English and participate in an interview.
- Admission acceptance for grades 11 and 12 depends on their IGCSE external exam results.

For IEC students

Recommendation from teachers of languages for literature analysis & proficient reading and writing in both Arabic and English .

Library:

To support and supplement classroom resources, the school libraries provide a wide range of literary and non-literary texts. The aim is to encourage students to become committed and independent readers by engaging with a variety of texts and developing their literacy skills. The libraries include English and Arabic fiction, non-fiction, and periodicals, as well as developing a more diverse selection of resources in German. Online databases are also available for easier access to different resources and to aid language development.

IEC Students:

For IEC students, language proficiency is a key aspect of their education, as they are well-informed of the language policy and strive to enhance their linguistic abilities through extensive reading and writing, as well as participation in extracurricular activities. They recognize that language is a means of learning and socializing, and that acquiring a foreign language is essential to fostering effective communication and sharing experiences with others from diverse backgrounds. Additionally, they understand that learning a new language helps them gain a deeper understanding and appreciation of other cultures.

IEC Teachers:

IEC teachers recognizes that all teachers are, in practice, language teachers with responsibilities in facilitating communication. They are also knowledgeable about the language policy, and encourage students to participate in national and school activities and festivals to enrich their language and social skills. They value the importance of both Arabic and English in developing students' proficiency, and recognize that every student has unique linguistic needs and prepare customized remedial plans accordingly. They serve as role models in using the language accurately and fluently, and understand the connection between the language policy and the learner profile, as it promotes a mindset of open-mindedness towards foreign languages.

IEC Parents:

IEC parents play an integral role in shaping their children's personalities as open-minded students in a rapidly globalizing world by recognizing the significance of learning languages. They motivate their children to participate in activities that foster language skills and awareness, and understand that language is a crucial tool in understanding and embracing diverse cultures.

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