



مدرسة كامبردج

Cambridge High School



Language Policy for Cambridge High School

Q. What is the school's philosophy on language development?

A. We at CHS believe that multilingualism opens the door to a person's interaction with others, communicating with the world around and understanding different cultures. Through multilingualism a person gets more aware of the ongoing and continuously changing events around. Emerging from this, we understand that all students should have a working knowledge of the language of the country, Arabic. One of the basic languages of communication with the International Baccalaureate Organization is English. Therefore, all students are given instruction in the learning of both these languages in CHS. Introduction of other languages is also a key issue that we are concerned with in the school as we realize the need for students to learn through different languages.

Q. What is the language profile of CHS?

A. CHS is an international school with a diversity of nationalities, cultures and language needs.

The school values language learning as a key role to develop communication within and beyond the school community.

The language of instruction in CHS is English, and Arabic language is the language of the host country.

Teachers at CHS are expected to be well-versed in basic English. Language accents and penmanship of teachers is observed.

It is believed that all teachers are language teachers. It is through language that each teacher can communicate his / her subject group to the learners, therefore, every teacher is expected to help promote language learning, each within a context.

There is a consistent system for language learning through school, starting from kindergarten, following through primary school, continuing in middle years to finally reach the IBDP.

Mother –tongue language is identified in the school, and its learning is promoted and encouraged.

Intensive Arabic classes are designed to help enhance language learning at different levels.

Q. What is CHS vision towards language learning?

A. CHS views language learning at the heart of the learning process. We believe in the beauty of language to help individuals communicate, collaborate, show intercultural understanding and promote international mindedness. We view language learning through inquiry as the best approach to developing language proficiency. The school develops language speaking, writing, listening, reading and presenting in a variety of methods that supports students' learning and values their differences. The school has developed a rich resources library and the multimedia Oroom for the aforementioned purposes. Displays and signs in the school are made in both English and Arabic languages. Teachers are given the freedom to use and display bulletin boards around the school in the language that suits their subject.



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Q. What is the process of admission and support of mother-tongue language learning in CHS?

A. Cambridge High School values the importance of embracing students into its family from different nationalities, language backgrounds, mother-tongue proficiencies, ethnic groups and cultures. Most students coming to CHS come from an international school where English language is the main language of instruction. If a student comes to CHS not proficient in English language, we advise the parents to enroll the student in a school where one language is required and concentrate in the development of that language. There is also a possibility that a language center may offer classes in the summer where English language can be acquired to a level needed for the grade of the child. This is determined on a case by case base.

Upon admission, students are divided into groups based on their Arabic language proficiency: Arabic language professional or Arabic language intensive. This is to support the country's language learning.

Mother-tongue language learning is supported by school. Majority of the students in CHS have Arabic language as their mother tongue. Learning Arabic language is promoted through language programmes provided in the school. A minority of students are from European, American, and Asian nationalities. Their mother-tongue language learning can be supported upon request by the parents. Language professional teachers can be assigned to teach the mother tongue of the student after school. This will require enrollment of the parents to help the school choose the resources that can help promote mother tongue language learning. This is to ensure that the students and the parents remain attached to their mother tongue and culture. A variety of resources can be allocated to promote mother-tongue language learning.

Q. What are the language learning programmes in CHS?

A. 1. In Kindergarten:

In kindergarten, students are given lessons in English language, two hours daily, and in Arabic, one hour daily. This ensures that the language of instruction in the school, which is English, is strengthened and Arabic language which is the country's language is developed.

2. In primary years:

All subject groups are taught in English language.

Students who are not Arabic language professional, are offered to enroll in an intensive Arabic language class, taught by an Arabic teacher.

- In grade 4, students are assessed in their Arabic language proficiency by Arabic language teachers to make the final decision of whether they need enrollment in intensive Arabic language classes or not.

3. In middle years (MYP):

- All subject groups are taught in English language. Every subject group teacher is expected to be a language teacher. It is through the use of MYP subject-group specific command terms, communication in classrooms, and focus on approaches to learning (ATL) skills, language learning can be promoted and developed.



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- Students are mandated to complete two language and literature courses: Arabic language and English language.
- Arabic language teachers assess the need of the student to enroll in intensive Arabic classes if extra help in language proficiency is required or not. This helps promote learning the language of the country and the mother tongue of students.
- The aims and objectives of language and literature subject groups are used to frame the teaching and learning of English and Arabic languages. These are thought to allow development of the oral, written and visual communication of the students.
- Oral communication strives to allow students to develop their learning experiences as listeners and speakers. This can happen through using a variety of communication skills like: debates, seminars, presentations...etc.
- Written communication is developed through enhancing the writing of a variety of genres after following a set of practices and readings in classrooms.
- A variety of resources are available to promote visual language learning, including the use of visual and audio devices, interactive digital learning tools and dictionaries.
- The assessment criteria of language and literature subject groups addressed in MYP subject guides are used to assess language learning proficiency of English and Arabic languages.
- In case a student requires extra help to develop proficiency in the language of instruction in school (English language), plans are set upon discussion with the parents to aid the student with the help of an English language teacher, either during English language classes, or after school, based on the judgment made by his / her English language teacher and the subject leader.

4. In the diploma programme (IBDP):

- The language of instruction used in all subject groups is English language.
- English language is offered at three levels to include suitable, satisfactory and challenging chances for every student based on his / her background, proficiency and to promote language of instruction learning. These levels are:
 - a. LAL / SL
 - b. B / HL
 - c. B / SL
- Arabic language is offered at four levels to include suitable, satisfactory and challenging chances for every student based on his / her background proficiency and to promote learning the language of the country and the mother tongue of many students. These levels are:
 - a. LAL / SL
 - b. B / HL
 - c. B / SL



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d. Ab / SL. It needs to be denoted that since 2012, Arabic Ab Inito SL is not accepted by Jordan's Ministry of Education as fulfilling the Arabic language requirement for graduation. Students taking this subject are those who do not want the equalization of secondary education from the Ministry of Education or those students who have lived in the Arab World for only one year prior to entering the IBDP and students with other nationalities such as Asians.

Q. Is one language more important than another?

A. CHS strives for all its students to be fluent in both English and Arabic languages by the time of graduation. Inside the classroom, only the language of instruction is to be spoken (English language), except during Arabic language classes. Translation by teacher is not made directly; visual aids and supporting dictionaries are used to help students. We wish teachers and students to feel relaxed speaking or writing in both English and/or Arabic.

History curricula in the school include units about the Arab world to help students be aware of their national and local identities before engaging in the world issues around them. This will help them form their identity within an international minded context.

CHS is a culturally sensitive school. We are aware of the importance of focusing on Arabic traditions that Arabs have and at the same time make other cultures aware of those traditions.

The national anthem is sang in Arabic every day in the morning by the whole school community so as to focus on the Jordanian identity, make students proud of the country they belong to and helps others understand the importance of respecting the countries they come from and the country that hosts them.

Q. What other facilities does the school have to support language learning?

A. There is a well- equipped library in the middle of the school for all students and teachers to use. Weekly lessons are scheduled for use of the facility. Teachers teach research skills such as how to cite works of other people, be it written or visual in format. Special lessons are dedicated for bibliography teaching and learning. Digital design and IT teachers teach research skills and bibliography with other types of media during their lessons in grades 5 – 10. www.turnitin.com is used by all teachers to check for authenticity of student work. Accounts on EBSCO, a data base research program, are issued to all students and teachers on a yearly basis. Destiny library programme is available to use by middle years and IBDP students.

Q. How are students assessed in languages?

A. Language teachers follow the assessment policy the school has developed for the school community. On written reports, there is no notation to distinguish between the levels of language studied. The 3P grade (presentation, project, performance) was designed so that teachers have a place to record an assessment other than a written exam. Language teachers find this the best place to report progress in oral communication. Middle years' students are assessed according to the language and literature criteria in both Arabic and English, which include: Analysing, organizing, producing text and using language. Achievement levels out of 8 are reported for each language and literature subject group on the MYP report card and a total of 32 is shown, and then scaled out of 7.



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Q. What is academic honesty?

A. Students must be aware that using someone's words, ideas or pictures without acknowledgement to the author or artist, is not being honest. Student work of all kinds should be original. It is at the heart of the IBO to be honest in all academic matters. Students are taught and expected to use proper citing of sources when doing school work. Authenticity checking site such as www.turnitin.com, are used to monitor the authenticity of work.

Q. How is the language policy designed and revised?

A. This language policy was designed in 2005 by the school principal, the IBDP coordinator, and the school's languages' departments. Revision of the policy takes place regularly and periodically by the aforementioned parties and the MYP coordinator and assistant MYP coordinator, with reference to the IB standards and practices as listed below.

"The school places importance on language learning, including mother tongue, host country language and other languages." (IB Programme standards and practices. Standard A, 7) January 2014

"The school develops and implements policies and procedures that support the programme(s)". (IB Programme standards and practices. Standard B1, 5) January 2014

Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. (IB Programme standards and practices. Standard C3, 7) January 2014

Teaching and learning demonstrates that all teachers are responsible for language development of students. (IB Programme standards and practices. Standard C3, 8) January 2014.

Revision sessions were performed in the following dates:

April 2008
April 2011
April 2015
June 2017
October 2017
February 2018

Resources used to develop this policy include:

IBO standards and practices
IBMYP from principles into practice