



Amman Bacculaureate School

Language Policy

Shared Understanding of High Quality Learning at Amman Bacculaureate School

High Quality Learning at ABS combines inquiry based, conceptual, experiential, and collaborative learning. It cultivates critical thinking, creativity, and problem solving thereby enhancing personal growth and fostering agency. It engages learners in local and global issues so that they will be rooted, compassionate citizens who will have a positive impact on the world.

Rationale / Shared Beliefs:

Through language, learners acquire the ability to think, learn, develop social skills and concepts, and acquire knowledge that enables them to meet the needs of a challenging and continuously changing world. ABS is a Jordanian national school, and Arabic is the mother tongue of the vast majority of its students. English is also widely spoken by students and their parents. For students with English as a first language, the school offers Arabic at the language acquisition level.

In line with its mission statement, the Amman Bacculaureate School offers a bilingual and biliterate education taught through the medium of the Arabic and English languages. ABS recognises that bilingualism is the ability to fluently speak two languages and biliteracy is the ability to read and write in two languages equally well. The school's language programmes work towards building learning pathways for bilingualism and biliteracy that are effective in preparing learners for their future. All students will have the knowledge and the ability to use both English and Arabic languages, which are equally valued and used as a medium of instruction. At ABS we consider all teachers to be language teachers and therefore have a responsibility in teaching and reinforcing language skills, especially domain-specific language required in their particular subject area. The language curriculum is based on the requirements of the IB programmes (PYP, MYP, DP and CP) that are implemented in the school and aligned with the Ministry of Education's expectations for language proficiency.

In line with the IB philosophy, the school recognises multilingualism a right, and a resource for learning. Multilingualism is the knowledge of more languages than a native language. As a result, learners at ABS will be able to move beyond bilingualism and biliteracy into the realm of knowing multiple languages. To that end, we offer French (from Grade 4 onwards) and Spanish (from Grade 6 onwards) at a language acquisition level.

The Language philosophy at the Amman Bacculaureate School relates very closely to the School's Guiding Statements, particularly the **"AL TARBIYEH"** ("Quality Upbringing") acronym. It aligns most

closely with the following qualities or principles within the acronym:

ARAB HERITAGE – ABS students study the Arabic Language because it is an essential tool through which Arab heritage and culture are promoted. The development of the Arabic mother tongue is central to the development and maintenance of the learners’ cultural identity. This is done through appropriate curriculum provision in Arabic, religion, and social studies and through the use of the Arabic language to promote the local cultural heritage through assemblies, co-curricular and extra-curricular activities, local trips and expeditions.

LIFELONG LEARNING – ABS learners continue to develop their language learning skills throughout their school years and beyond. The acquisition of language is seen as a continuum along which each individual student progresses at his/her own speed.

ACHIEVEMENT – All language programmes are designed and delivered with the aim of providing a complex, rich and dynamic curriculum, which emphasizes literacy skills; including reading, writing, listening and speaking.

BILINGUALISM to BILITERACY – Students demonstrate enthusiasm for, and willingness to reach, the highest standards of fluency in spoken, written, and read Arabic and English, Throughout the school, appropriate curriculum allocations to Arabic and English language learning are provided in addition to a balance between the use of the English and Arabic languages in cultural and social, and other co-curricular activities.

INTERNATIONAL MINDEDNESS – Language learning allows students to promote awareness of local, regional and global contemporary issues during classroom activities, assemblies, displays and co-curricular activities.

HOLISTIC EDUCATION – Learners understand and appreciate that language learning at ABS is a tool that allows them to have an education that exceeds academic results.

Language Policy Guidelines and Practices

- To promote a rigorous bilingual education at ABS, the administration is authorised to mandate that specific subjects may be taught in only one of the languages of instruction at specified grade levels. Students are generally exposed to more subjects taught in Arabic at the Primary School, and to more subjects taught in English at the Middle Years School and IB College, but there is a balance throughout the student’s overall experience from K to Grade 12 in terms of language learning and exposure.
- Admission tests and interviews for all grades are designed to ascertain whether the applicant has the requisite language skills in both languages of instruction to allow them to cope with the demands of the ABS curriculum and engage fully in the life of the school.
- Placement of students in language courses and groups is at the discretion of the school and is based on performance in entrance tests, the students’ progress and performance during their time at the school, and the recommendations of their previous year’s teachers. A student may be moved from one teaching group to another in light of current progress.

- In the event that a student is not making adequate progress in either Arabic or English, the School reserves the right to deny that student the option of taking a third language.
- In keeping with its commitment to promoting international understanding, the School may offer courses in other languages for which there is sufficient subscription. This could be done within the school day or as a co-curricular activity.
- ABS is an inclusive school and students receiving AEN support may be placed in language groups according to their needs, based on the recommendations of the AEND and the availability of teaching staff.
- Further details regarding language placement, instruction, assessment, and AEND support are contained in the 'Language Practices and Procedures' section of the respective programme handbooks.

School / Administration Responsibilities are to

- Provide a variety of professional development opportunities to enable teachers to be effective teachers of language.
- Provide relevant and up-to-date physical and virtual language resources so that teachers can engage in best teaching practices. This includes resources such as books and other media needed for appropriately differentiated learning.
- Promote clear and proactive communication with parents concerning student language development.
- Ensure that students are given a range of language learning experiences.
- Provide students with a positive and encouraging environment where they engage in authentic and meaningful language learning experiences.
- Ensure that not only language teachers have a role in teaching and reinforcing language skills by promoting a range of linguistic skills in all subjects.
- Ensure that there is a balance between the two languages of instruction in the cultural and co-curricular activities offered to students.
- Provide adequate AEN support to students who are not progressing at the required rate of acquisition relative to their grade level.

Teachers' Responsibilities are to:

- Promote the bilingual and biliterate culture of the school in the classroom and beyond by encouraging language proficiency in both English and Arabic.
- Ensure that all language teachers use the 'target' language of the lesson throughout their teaching. The use of an alternative language should only be used as a last resort to explain unfamiliar terminology.
- Align Arabic and English language curriculum and assessments with age-related international standards.
- Track individual student learning pathways with a view to gauging progress according to age-related international standards, providing support where necessary, and clearly communicating progress with all essential stakeholders.
- Adapt their resources, content, and teaching strategies to take account of the needs of learners who are not proficient in the language of instruction.

Parents'/Guardians' Responsibilities are to:

- Support the bilingual and biliterate culture of the school by encouraging proficiency in English and Arabic and by creating a home environment where communication and literacy in both languages is valued.
- Create a supportive environment for completing language assignments and preparing for summative language assessments.
- Support language learning activities outside of school, such as summer language courses or exposure to media in different languages to further reinforce language skills.

Students' Responsibilities are to:

- Communicate in the language of instruction during lessons.
- Complete all written and exams in the relevant language of instruction.
- Embrace the bilingual and multilingual philosophy of the school by actively learning and practicing more than one language both academically and socially.
- Show respect for peers who speak different languages and foster a culture of linguistic inclusivity.
- Use appropriate language in all digital communications related to school activities, including but not limited to social media, emails, school platforms.

Review Process

The ABS Language policy will be reviewed annually or as needed by a team comprising members of the leadership team, teachers, and students.

Reviewed and confirmed by Board, via email: July 12, 2017; **Reviewed: July 6, 2021; Reviewed: October 12, 2022; Reviewed and Updated August, 2024.**