



Mehr.e.Taban  
International School

## **Language Policy**



# Language Policy

## Our Philosophy

The Mehr-e-Taban International School (MIS) mission statement is the foundation for our language policy. As language forms the basis for all learning, this policy is critical for helping the school achieve its mission. All languages consist of the language of instruction, mother tongue, second language, and environmental languages. The language policy aspires to fulfill different aspects of the MIS philosophy and mission as follows:

## Providing education with a truly international outlook

To pick up a worldwide viewpoint and interface with their possess social character and the societies of other nations around the world , students will have to aim for multilingualism.

- **Language of instruction:** English is the main language of instruction for teaching and learning at MIS. All grades from KG to 12 (PYP, MYP & DP).
- **Host Country Language:** MIS's teaching and learning programs allow ample time for students to inquire into the host country's language (Persian). All grades from KG to 12 (PYP, MYP & DP).
- **Additional Language:** The school is committed to providing as much diversity of languages as possible to promote understanding and respect for other cultures, all grades from 3 to 12 (PYP, MYP & DP).
- **Mother tongue (Home Language):** Improvement in mother tongue language is supported by the school support teams, such as the PTO, Library & SEN department, in order to respect all cultures and languages.

## **Understanding Iran and appreciating the Persian culture**

While our language policy validates all languages' equal status, it endorses an awareness of the host country's rich culture and language by teaching Persian at all acquisition levels throughout the school. Language is a medium for the transfer of culture, and Persia's rich language and literature reflect the educational and moral aspects of Iranian culture, which can enhance students' level of understanding and provide them with powerful ideas to inspire their lives.

## **Achieving Excellence**

The school language policy highlights the importance of all languages, including the language of instruction, environmental, second, and mother tongue languages.

The language policy recognizes the transfer of cognitive skills from the mother tongue to English and vice versa, and the acquisition of additional languages. This process encourages the acquisition of higher order thinking skills and the development of multiple perspectives. The policy also recognizes the importance of all teachers differentiating instruction for students at different language acquisition levels. MIS highly emphasizes the idea that all teachers are responsible for the language development of students.

## **Caring for our globalized world**

"Learning another language gives you an additional personality (Ali ibn Abu Talib)"

Language empowers students to understand, interpret, and respond to ideas, attitudes, and feelings. Learning new languages opens new windows toward other people's cultures and results in familiarity with new perspectives, beliefs, and lifestyles, leading directly to the growth of deep, humane emotions. Once students' emotional understanding has been developed, they will become kinder and more caring towards our globalized world and shared responsibilities.

## **Beliefs and Aims**

We aim to nurture an appreciation of the richness and diversity of language. Language does much more than promote cognitive growth; it is crucial for maintaining cultural identity and emotional stability. The acquisition of more than one language and the mother tongue enriches personal growth and helps facilitate international understanding. As such, all MIS teachers are considered English teachers as well.

At MIS, we aim to cultivate students' capacity to think and express themselves with accuracy, clarity, certainty, and creative energy in at least two dialects. Dialect advancement in more than one dialect enhances individual development, gives cognitive benefits, and is basic to international-mindedness improvement. We endeavor to address the specific challenges of those under study who are learning in a dialect other than their mother tongue by giving assisted coaching within the SEN Division. We endeavor to coordinate students' social and phonetic legacy through the extracurricular activities.

## **I. Language Profile and Language Evaluation During Admissions Procedures**

### **A. MIS Language Profile**

Most MIS students are fully literate in English, and 100% choose English as their best academic language. Many of our students are Iranian but have traveled and been raised in many different countries worldwide. Most of our administrative and teaching staff speak English, and most are fluent in at least one other language (mostly Persian). Some teachers are multilingual and can also speak Turkish, Arabic, Spanish, or French.


### **B. Language Evaluation During Admission Procedures**


Please see the "MIS Admission Policy" for further details.


## II. Language Programmes Overview

### A. Pedagogy

At MIS, we recognize that all teachers are also language teachers who have the responsibility to facilitate language acquisition and promote communication skills through their grade-level and subject-area classes.

 **PYP:** The MIS PYP language policy creates an inclusive, multilingual environment with English as the primary instructional language, Persian as the host country language, and French and German as additional offerings, grounded in IB language principles to support transdisciplinary, inquiry-based learning, learner agency, and multiliteracies. In Units of Inquiry, all members of the learning community use multimodal expression (visual, aural, written, linguistic, spatial, gestural) to create and convey meaning, while stand-alone literacy and language instruction—led by grade-level and language teachers—develops core language skills and informs individual language profiles for differentiation. Trans-languaging and mother-tongue support affirm linguistic identities and enhance comprehension across contexts, with collaborative planning between homeroom teachers and the MIS librarian to advance oral, visual, written, and media literacy. Strong home–school partnerships and multilingual learning spaces underpin equitable access to the curriculum and opportunities for meaningful, lifelong language development.

 **MYP:** In the IB Middle Years Program, languages are offered in language and literature and language acquisition groups. Details are discussed below. The MYP team has applied the learning of languages with the learning in the subject groups and with interdisciplinary planning.

 **DP:** The above process is continued in the MIS Diploma program. In the Diploma program, MIS offers two courses in the language A group. Students are allowed to request language B as well.

MIS is planning to be well-resourced to maintain the mother tongue development for self-taught options in group 1 in the diploma program. In case a student who needs this kind of support is registered, the school will facilitate the support process.

## **B. Assessment**

While language acquisition follows distinct stages, students' rate of acquisition varies significantly from individual to individual. Therefore, language teachers assess all language skills (reading, writing, listening, and speaking) through formative and summative assessments throughout the term. Note that in MYP, for the language acquisition subject, group assessments are based on:

A Listening

B Reading

C Speaking

D Writing

However, in Language and Literature subjects, students are evaluated based on:

A Analysing

B Organizing

C Producing text

D Using language

Each student has a language profile for English, environmental, and a second language from admission throughout all academic years at MIS. (Appendix 1: Language profile form)

Students identified as needing support in the offered languages at MIS are sent to the SEN department. In some cases, SEN students receive private classes when other students in the same grade have language classes based on their regular schedules, while some students attend their regular language classes and attend further tutoring (SEN classes) after school hours. Their progress is regularly monitored, and they can be excused from the SEN department when they have reached the class level.

When evaluating a student's possible exit, a team consisting of the student's teacher, the SEN coordinator, and the curriculum director of each program will use information from several sources to determine how to exit the student's program.

Parents will be informed about the decision before the transfer takes place. This is announced to the parents by Form S.9 (Appendix 2). After the student exits the program, the student's academic progress will be regularly monitored.

In the PYP, language assessment is an integrated process that includes both formative and summative approaches, emphasizing the development of oral, visual, and written communication skills. It values multilingual expression, incorporates translanguaging to enhance comprehension, and actively includes student voice. Assessment data informs language progression in English, Persian, French, and German, supporting personalized and inclusive learning pathways.

### **C. Professional Development**

Because it is anticipated that all instructors to be dialect instructors, continuous preparation centered on coordinating dialect instruction will be advertised. The Dialect head of divisions guarantees that staff get continuous, proficient improvement opportunities and screens that those methodologies are effectively implemented. In addition to improving the staff's dialect capability, the school organizes classes all through the academic school year and summer.

In necessary cases, the SEN staff co-teach (or push-in) in grade-level and subject area classes. The emphasis on co-teaching and push-in supports the classroom or subject area teacher in the use of differentiation and language acquisition strategies.

## **III. Language A, Host Country Language, and Mother Tongue Programmes**

All students from KG to 12 are required to study English and Persian according to the courses determined in their program.

### **English as an Additional Language (EAL) for Beginners**

Most students at Mehr-e-Taban begin their school life with English as an additional language. The school offers a positive environment that is respectful of students' home languages and supportive of students' learning English as the dominant language of instruction.

## **French and German Language Options**

French is provided in Mehr-e-Taban currently, and German will be offered from the 2025–2026 school year onwards. Both languages are grounded in a model of progressive acquisition, beginning from PYP Grade 3. Instruction is grounded in authentic, communicative instructional practices, aligned with PYP planning frameworks.

- French is provided as an additional language within the core curriculum in Grades 3 to 5.
- Between Grades 6 and 10, a student can select either German or French as his/her additional language subject.

All of these classes attend to the mother language of the students. MIS believes that developing a child's mother language has the potential to lead to success in every course, increase self-esteem, and foster intercultural awareness and international-mindedness.

## ***English***

Students study the English language and literature throughout all grades. English is the primary language of instruction and is taught across all subject areas through an inquiry-based, transdisciplinary approach in the PYP. English language learning emphasizes balanced development in oral, visual, and written communication. It is integrated into the PYP Programme of Inquiry and assessed through both formative and summative methods. English learning is supported by a multilingual library, digital resources, and inclusive learning environments that reflect students' voices and agency.

When students begin the IB MYP or IBDP programs, it is required that they study English as their language and literature course. If support is needed, students are concurrently sent to the SEN department. The school offers English Language and Literature as a Language A at the IB Diploma level.



In MYP, the Host Language, Mother Tongue, and Language A Programmes (Language and Literature: English) are designed to promote linguistic competence, intercultural understanding, and respect for cultures through an integrated curriculum based on critical thinking, creativity, and effective communication. The Language and Literature course deals with literature and non-literary texts to develop analytical and interpretive ability, while the Host Language program supports integration and cultural sensitivity by exposure to the Host Language and traditions. The Mother Tongue program enables students to maintain and develop their first language, which is essential for cognitive development and cultural identity, and support is offered either within the school or by external provision. These programmes facilitate interdisciplinary learning, employ inquiry-based pedagogies, and align MYP objectives and assessment criteria so that students acquire linguistic and literary competence over time in a progressive manner.

Note: In this context, English is considered both the host language and the mother tongue, as students also receive instruction in Persian Language and Literature.

In DP, Language A, Host Language, and Mother Tongue courses are at the forefront of promoting linguistic skills, intercultural awareness, and appreciation of multiculturalism in accordance with the IB mission to establish inquirers, knowledgeable individuals, and caring young people. Language A: Language and Literature is about studying literary and non-literary works critically, cultivating students' skills in interpreting language, form, and authorial choices and creating clear, stylistically appropriate expression as assessed through external exams and internal tests like the individual oral and comparative essays. The Host Language scheme elevates students' engagement with the culture and community in the residence through promoting functional use of the language in everyday situations for incorporation and international understanding. The Mother Tongue scheme emphasizes the preservation of students' first language as a matter of cognitive thinking, cultural identity, and academic success, most commonly through self-learning options or partnerships where formal education is absent. These programs overall encourage the IB learner profile through challenging open-mindedness, positive communication, and valuing diversity, with assessment criteria emphasizing analysis, organization, use of clear language, and informing through connection-making between texts and world matters. Instructors should encourage inclusive, differentiated instruction that addresses multiple learning styles and

offers equal access to curriculum and content to prepare students for the postsecondary experience and productive engagement in the globalized world.

Note: In this context, English is considered both the host language and the mother tongue, as students also receive instruction in Persian Language A: Language and Literature.

## ***Persian***

Students at MIS learn Persian as the language of our host country and as most students' mother tongue. The school will review the language needs of the students annually in leadership meetings with the SEN coordinator and Language teachers. Cultural and linguistic heritage is considered an essential aspect of the program. All PYP students, including native Persian speakers, receive almost eight to ten hours of Persian language lessons per week. Persian is offered to all PYP students, with differentiated instruction for native and non-native speakers. It is integrated with national culture and literature and supported through community connections and cross-curricular learning. These classes are held for a minimum of 4 hours for MYP students and 4 hours for DP students. The school offers Persian Literature as a Language A at the IB Diploma level.

## ***Other Mother Tongues***

When numbers are sufficient, the school will employ parents who have indicated that they would like to support the school, and they will be asked to prepare programs and classes outside of school hours for the students whose mother tongue is not Persian or English. Additionally, to promote a multilingual and inclusive environment, other mother tongue languages are affirmed through translanguaging practices, student language portraits, home–school partnerships, and opportunities for cultural and linguistic expression within the classroom and broader school community. This approach values linguistic diversity as a key asset in fostering identity, agency, and international-mindedness.

## **IV. Language B and other languages**

From the beginning of grade three, the PYP students study an introduction to the French language. In the MYP & DP, French is offered as the language acquisition course. In the case of increased student numbers, additional languages such as Spanish, Latin, Arabic, etc., will be considered depending on the languages spoken by the student body.

### ***French***

All students from grades three to twelve study French as their third language. While a student's previous knowledge or exposure to the target language is ascertained on the admissions forms, French classes consist of varied ability levels (Emergent, Capable, Proficient) and teachers differentiate instruction to meet the needs of the various language acquisition levels in each class and are expected to cater the needs of beginners. If further support is required, students will be referred to the SEN department for additional classes. Students new to the school will be assessed through an interview by the language teacher before entering French classes with appropriate reporting criteria.

## **V. Support Services**

### **Language Learning and the Library**



**PYP:** At Mehr -e-Taban International School, the library functions as a vibrant multilingual learning space that supports language development across all school languages—English, Persian, French, and German. It is equipped with print and digital resources to promote inquiry, independent research, and multiliteracies. Technology is integrated to enhance communication and provide access to diverse texts in multiple modes.

PYP story time in the library is designed to reflect the school's multilingual culture, offering opportunities for students to hear and share stories in English, their mother tongue, and additional languages, strengthening identity, comprehension, and cultural appreciation.



**MYP:** Language learning takes a central role in the IB Middle Years Programme (MYP) in developing students' power of communication, intercultural understanding, and global thinking. Students typically learn three languages. Language A: Language and Literature (English and Persian), typically a student's first or home language. Language B: Language Acquisition (French), which introduces them to a second language at beginner, intermediate, or advanced levels. The curriculum targets not only linguistic competence but also cultural awareness, provoking students to explore alternative worldviews with authentic resources and cross-disciplinary research. The school library plays a crucial role in supporting this process by offering authentic reading resources such as books, magazines, and digital materials in different languages, promoting pleasure reading and reading for academic purposes, and providing multimodal supports such as audiobooks and films that enhance language acquisition. Libraries also collaborate with teachers to support units of inquiry, teach information literacy and research skills, and build language-rich settings that value multilingualism and multiculturalism through such initiatives as international book weeks, author studies, and culture exhibits. This integrated strategy ensures students construct solid foundation language skills while developing a lifelong passion for languages and cultures.



**DP:** language learning aims at improving the students' understanding of literature and language, focusing on critical thinking, academic writing, and intercultural communication. They learn languages through two broad subject groups: Group 1 (Studies in Language and Literature), where they study texts in their first language in subjects such as Language A: Literature or Language and Literature (English and Persian), and Group 2- Language B (English, Persian and French) for intermediate learners and beginners, both of which focus on developing proficiency and cultural awareness in a second language. The DP school library plays a central role in supporting DP language acquisition through the provision of curriculum-mapped resources, including mandatory literature texts, critical articles and essays, academic journals, and online databases, to be used for internal assessments (IAs), extended essays (EEs), and Theory of Knowledge (TOK) debates. Librarians also assist students in becoming good researchers and citation experts, academic source explorers, and independent learners, and in maintaining multilingual collections that support language acquisition and cross-cultural exploration. As a place where quiet study spaces, revision resources, and collaborative learning

environments are provided, the library becomes an integral hub for academic success and personal growth in language learning throughout the DP.

The MIS librarians', IT, and subject teachers' role is to promote and facilitate information literacy across all curricula and to all members of the MIS Community.

## **Counselling Department Support**

When a student has been identified with additional learning needs, including language difficulties, students with special support needs, or gifted and talented abilities, educational counselors and school counselors provide intervention and support and send the student to the related program curriculum director.

## **Nurse Department**

For students having language issues due to physical problems such as hearing issues, the nurse department will study the student's health file, discuss it with the school doctor, and inform the related program curriculum director about the needed steps to be taken in order to support the student.

## **SEN**

The SEN department is one of the major departments that constantly cooperates with the educational department. While language acquisition follows distinct stages, students' rate of acquisition varies significantly from individual to individual. Some students are identified as requiring additional support in offered languages to access the curriculum, or the students are eager to learn these offered languages at higher levels. The SEN coordinator provides professional development for language learning across the curriculum. The SEN coordinator implements specialized programs that focus on phonological awareness, vocabulary building, and grammar skills, which are tailored for students who struggle with language.

Further responsibilities:

### Comprehensive Resource Adoption:

The school successfully integrated the latest IB curriculum guidelines, assessment criteria, and teaching resources into lesson plans, ensuring alignment with IB standards.

#### Access to IB workshops and conferences:

Organized participation in IB workshops and conferences for teachers, leading to updated knowledge and innovative teaching strategies in line with the most current IB practices.

#### Development of Resource Repository:

Created a centralized digital repository of current IB resources accessible to all teachers, facilitating easy access to essential materials and promoting best practices across the faculty.

## **VI. Parents and the School Community**

### **A. Parental Involvement**

Parents are an integral part of our learners' community and provide tremendous support for language learning at MIS. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. Parents act as mother tongue teachers and provide resources for the mother tongue programs. Other parents translate documents and interpret them during meetings.

### **B. Language Provision for the MIS Community**

Staff training, including language instruction, is provided throughout the academic year and during the summer. Whenever required, additional classes can be arranged by teachers from the school community who specialize in English, Persian, French, and other languages.

We plan to employ the Rosetta Stone, a language learning software program that provides training in 23 different languages.

## **VII. Communication of Language Policy to the MIS Community**

The language policy will be introduced to the MIS community through multiple pathways, including community meetings, staff meetings, parent-teacher meetings, and indirectly through school events. The policy will also be featured on the MIS website. New staff will be familiarized with the document during orientation.

## VIII. Review Process

The language policy will be reviewed regularly as part of the curriculum review cycle and the whole school improvement plan.

### Regular Reviews and Feedback Mechanisms:

Established a systematic approach for teachers to regularly review their implementation of the IB program, including peer observations and collaborative feedback sessions that resulted in enhanced instructional practices.

The Leadership team will review the policy's implementation in classrooms and throughout the school regularly as part of the appraisal process.

**Note:** For students whose first language is neither English nor Persian, language placement will be adjusted accordingly. Given the diverse linguistic backgrounds of our students, English and Persian may be offered as Language Acquisition rather than Language and Literature. This consideration will be made based on the student's language proficiency level and educational needs.

**Furthermore**, it is essential to establish a clear and consistent evaluation process for students with varying levels of language proficiency, particularly those who fall into the following categories:

- Students who speak Persian but have not yet developed literacy skills in the language, and who are simultaneously learning English as a second language (both spoken and written).
- Students with no prior knowledge or experience in either English or Persian.

We must define clear criteria and approaches for determining whether such students should be considered first language (FL) or second language (SL) learners in English and Persian. In some cases, this may also apply specifically to Persian. This classification will guide appropriate placement and instructional support.

## Appendix:

### PYP, MYP & DP Language Profile Forms:

# Mehr-e-Taban International School Student Language Profile

Programmes: ☐ PYP ☐ MYP ☐ DP

Date of Admission: \_\_\_\_\_

Student's Full Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Nationality: \_\_\_\_\_

Country of School Completion (Last 3 years): \_\_\_\_\_

Gender: ☐ Male ☐ Female

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## A. Initial Language Profile (Upon Admission)

### 1. Mother Tongue

- Language: \_\_\_\_\_
- Dialect / Variant: \_\_\_\_\_
- First learned at home? ☐ Yes ☐ No
- Proficiency (circle one for each):

Speaking: Beginner / Intermediate / Advanced / Native

Reading: Beginner / Intermediate / Advanced / Native

Writing: Beginner / Intermediate / Advanced / Native

### 2. English

- When did the student start learning English? \_\_\_\_\_
- Proficiency:

Speaking: Beginner / Intermediate / Advanced / Native

Reading: Beginner / Intermediate / Advanced / Native

Writing: Beginner / Intermediate / Advanced / Native

- Does the student require English language support? ☐ Yes ☐ No ☐ Unsure



### 3. Second / Additional Language

- Language: \_\_\_\_\_
- How learned: \_\_\_\_\_
- Proficiency: \_\_\_\_\_

Speaking: Beginner / Intermediate / Advanced / Native

Reading: Beginner / Intermediate / Advanced / Native

Writing: Beginner / Intermediate / Advanced / Native

### 4. Language Use in Daily Life

- Languages spoken at home: \_\_\_\_\_
  - Languages spoken with friends: \_\_\_\_\_
  - Languages used in community activities: \_\_\_\_\_
  - Cultural/Religious languages used: \_\_\_\_\_
- 

## B. Parent / Student Reflections

(PYP: parent responds; MYP & DP: student responds, with parent optional)

- Which language do you feel most confident in this year?  
\_\_\_\_\_
  - What is your main language learning goal for next year?  
\_\_\_\_\_
- 

## C. Signatures

Homeroom / Language Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Student (MYP/DP): \_\_\_\_\_ Date: \_\_\_\_\_

# Mehr-e-Taban International School

## Year-by-Year Language Development Record

Date of Admission: \_\_\_\_\_

Grade of Admission: \_\_\_\_\_

Student's Full Name: \_\_\_\_\_

Academic Year	Grade	Programme	English Speaking	English Reading	English	Mother Tongue Speaking	Mother Tongue Reading	Mother Tongue Writing	Second Language Speaking	Second Language Reading	Second Language Writing	Comments
	KG	PYP										
	1	PYP										
	2	PYP										
	3	PYP										
	4	PYP										
	5	PYP										
	6	MYP										
	7	MYP										
	8	MYP										
	9	MYP										
	10	MYP										
	11	DP										
	12	DP										

Level	Beginner (B)	Intermediate (I)	Advanced (A)	Native (N)
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Homeroom/Language Head of Department: \_\_\_\_\_ Date: \_\_\_\_\_

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