



Mehr.e.Taban
International School

Language Policy

Language Policy

Definitions

The IB language policy defines three groups of languages and the five levels of support that can be granted in a given language, as well as the documents and services that will be provided for each in the relevant language.

Working languages: The languages in which the organization communicates with its stakeholders and in which it is committed to providing all services needed for the implementation of the programmes. Currently, the IB's three working languages are English, French and Spanish.

Access languages: Languages that the IB has identified as being of strategic importance to meet its access goals and objectives to develop a more inclusive and diverse IB community. The organization will provide selected services and documentation in those languages, mainly to support teachers, as specified in this policy.

Internal working language: English is the organization's internal working language, in which most operational and developmental activities take place. It is also the language of its governance, management and academic committees.

In addition, the IB's education programmes reference other groups and/or categories of languages that may or may not be supported by the IB depending on if they have been identified within the three language groups defined above.

Language of instruction: The language in which an IB World School delivers IB programmes and courses to its student population.

Response language: The language in which IB students engage in internal or external assessment.

Language course: In the MYP, DP and IBCC, an academic course in which IB students acquire a new language, or improve their knowledge of a language and its literature.

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. The language policy aspires to fulfill different aspects of the MIS philosophy and mission as follows:

Providing education with a truly international outlook

To gain an international outlook and be able to connect with their own cultural identity and the cultures of other countries across the world, students will need to aspire to multilingualism.

While English is the language of instruction, the teaching and learning programs at MIS allow ample time for students to inquire into the host country's language (Persian). Improvement in mother tongue language and additional languages is also maintained at MIS. The school is committed to providing as much diversity of languages as possible to promote understanding and respect for other cultures.

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 educative and moral aspect of Iranian culture, which can enhance students' level of understanding and provide them with powerful ideas to inspire their lives.

Achieving excellence

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 promoting cognitive growth; it is crucial for maintaining cultural identity and emotional stability. The acquisition of more than one language and the mother tongue's maintenance enrich personal growth and help facilitate international understanding. As such, all MIS teachers are considered English teachers as well.

At MIS, we aim to foster students' ability to think and express themselves with precision, clarity, confidence, and imagination in at least two languages. Language development in more than one language enriches personal growth, provides cognitive advantages, and is

essential to international mindedness development. We strive to address the particular challenges of those students who are learning in a language other than their mother tongue by providing further tutoring in the SEN Department. We endeavor to integrate students' cultural and linguistic heritage throughout the curriculum.



IB Language Learning cycle

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 across the world. 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. For more information, please refer to the student language profile attached in Appendix 1.

B. Language Evaluation During Admission Procedures

Interested students/parents are required to submit to the Admissions Office a completed MIS application form.

Following submission, applicants are screened and evaluated for acceptance and grade level placement with a view toward their successfully gaining promotion from grade to grade, eventually leading to the awarding of the MIS High School Diploma.

Based on grade level objectives and language proficiency, testing and screening for placement purposes will take different forms, including but not limited to considering all past school reports in English, a personal interview, language proficiency testing, and a review of previous special needs documentation.

If applicants demonstrate a lower level of English proficiency, the student will be invited to the SEN Department for further assessment.

Admission may be granted, denied, or considered conditional. The director will give the ultimate approval for acceptance. 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.

In the IB Primary Years Program, inquiry-based, transdisciplinary natured language learning is implemented within the units of inquiry. Stand-alone learning time may also be dedicated to cover the language scope and sequences. In language learning, listening, speaking, reading, writing, and media literacy are interrelated and developed with the home teacher's support and the MIS librarian.

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.

The above process is continued in the MIS Diploma program. In the Diploma program, MIS offers two courses in the language A group. Therefore, it is not required to cover a language B course at the moment but is planned for the future. DP students do receive 1 hour of French instruction a week, but it is not officially an IB course at the moment.

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.

Students identified as needing support in their mother tongue are sent to the SEN department, be it Farsi or any other language. In some cases SEN students receive private Persian classes during the time in which other students in the same grade have Persian classes based on their regular schedules while some students attend their regular Persian classes and attend further tutoring (SEN classes) after school hours. Their progress is regularly monitored, and they can be exited from the SEN department when they have reached the class level.

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

C. Professional Development

As it is expected for all teachers to be language teachers, on-going training focused on integrated language instruction will be offered. The SEN Coordinator ensures that staff receives on-going professional development opportunities and monitors that strategies are successfully implemented. Moreover, to improve the staff's language proficiency, the school organizes classes throughout 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 of co-teaching and push-in supports the classroom or subject area teacher in the use of differentiation and language acquisition strategies.

Experts qualified in the field of linguistics are available in school to work not only with learners but also with teachers, librarians, coordinators and administrators to ensure all are appropriately trained in the best practices for teaching those learning in a language other than their mother tongue.

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

All students are required to study French, English and Persian according to the courses determined in their programme. In most cases these courses cover the students' mother tongue. MIS believes that developing a child's mother tongue can support achievement in all subject areas, increase self-esteem, and enhance intercultural understanding and international-mindedness.

A. English

Students study the English language and literature through all grades. 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 in the IB Diploma level.

B. 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 eight to ten hours of Persian language lessons per week. These classes are held 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.

C. 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.

IV. Language B and other languages

From the beginning of grade four, the PYP students study an introduction to the French language. In the MYP, 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. In DP year's students are enrolled in French ministry courses.

A. French

All students from grades four 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

A. IB Language Policy Committee

The MIS's language policy committee (LPC) is composed of representatives from the Persian(PLPC), English(ELPC), French(FLPC) & Parent & students(SLPC) committees,

head of languages, leadership team, and language teachers. They are responsible for maintaining this policy, monitoring its implementation and considering recommendations on proposals related to: support for the teaching and assessment of programmes, or parts of programmes, in additional languages approving changes to the level of support provided in the IB's working and access languages. A report from the committee is given to the IB Access and Advancement Committee annually.

Language policy committees:

- **Language policy committee(MLPC) consists three main groups:**

PLPC: Persian Language policy committee

ELPC: English Language policy committee

FLPC: French Language policy committee

- **Student Language policy committee(SLPC) consists three main groups:**

SPLPC: Student Persian Language policy committee

SELPC: Student English Language policy committee

SFLPC: Student French Language policy committee

B. Language Learning and the Library

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and all levels of education. It enables learners to master content, extend their investigations, become more self-directed, and assume greater control over their learning. An information literate individual can:

- Determine the extent of information needed;
- Access the needed information effectively and efficiently;
- Evaluate the information and sources critically.

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.

C. Learning Support

When a student has been identified with additional learning needs, including language difficulties or gifted and talented abilities, each program's curriculum director provides intervention and support and sends the student to the SEN Coordinator or subject heads.

Teachers should:

- explicitly activate learners' prior understanding using the mother tongue if appropriate
- use their knowledge of learners' prior understanding to differentiate tasks and activities that will build up the further background knowledge necessary for new learning to occur
- record information in students' learners profile that will support planning for future differentiation
- Using and applying IB command terms
- Consider the time and strategies necessary for activating and building up background knowledge when planning a unit of work or lesson.
- scaffolding strategies may be used by teachers to provide a more concrete and less abstract context for understanding
- Examples of these are:
 - visual aids
 - graphic organizers
 - demonstrations
 - dramatization
 - small, structured collaborative groups
 - teacher language.
- Learning about language such as word roots and learning how linguistic genres work in particular discourses are also valuable scaffolding strategies that give learners access to a rich diversity of sophisticated texts.
- Extending students language:
 - Teachers help learners extend their language and reading by combining high expectations with numerous opportunities for learner-centered practice and interaction with cognitively rich materials and experiences.
- promoting a class and school environment that welcomes and embraces the diversity of cultures and perspectives
- valuing and using the diversity of cultures and perspectives to enhance learning
- establishing a mother-tongue programme for all learners
- liaising with parents to establish understanding of how best to collaborate to achieve shared goals.

D. SEN

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 who are eager to learn these offered languages at higher levels. The SEN coordinator provides professional development for language learning across the curriculum.

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 are involved as mother tongue teachers and providing resources for the mother tongue programs. Other parents translate documents and interpret them during meetings.

B. Language Provision for the MIS Community

Training including language instruction training is provided for staff throughout the academic school year and during the summer, and whenever required, additional classes can be arranged by English, Persian, French, and Spanish teachers from the school community.

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.

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

IX. Works Cited

International Baccalaureate, *Language and Learning in IB programmes*, 2011.

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International Baccalaureate, *Towards a continuum of international education*, 2011.

International Baccalaureate, *Middle Years Programme: Second Language Acquisition and Mother-tongue Development*. 2004.

Mehr-e-Taban Bilingual School policy handbooks.

International Baccalaureate, *Language policy*, 2014.

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International Baccalaureate, *Learning in a language other than mother tongue in IB programmes*.

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Appendix:

MIS Students' Language Profile (Updated November 2020)

Primary School Language Profile		
Nationality	Father	Mother
Iranian	91.8%	97.3%
Yemeni	2.7%	2.7%
Bahraini	5.5%	0%
Home Language	Percentage	
Persian	97.2%	
Arabic	2.7%	
Academic Language	Percentage	
English	100%	
Language(s) Familiar with	Percentage	
Arabic	27.7%	
English	25%	
Persian	100%	

Table 1. Primary school students' profile

Middle School Language Profile		
Nationality	Father	Mother
Iranian	100	100
Home Language	Percentage	
Persian	94.8%	
English	5.2%	
Academic Language	Percentage	
English	100.0%	
Language(s) familiar with	Percentage	
Persian	87.9%	
English	96.6%	
French	79.3%	
Spanish	8.6%	
Arabic	36.2%	
Indian	5.2%	
Russian	1.7%	
Kurdish	1.7%	
Chines	1.7%	
Japanese	1.7%	
Turkish	1.7%	

Table 2. Middle School Students Profile November 2020

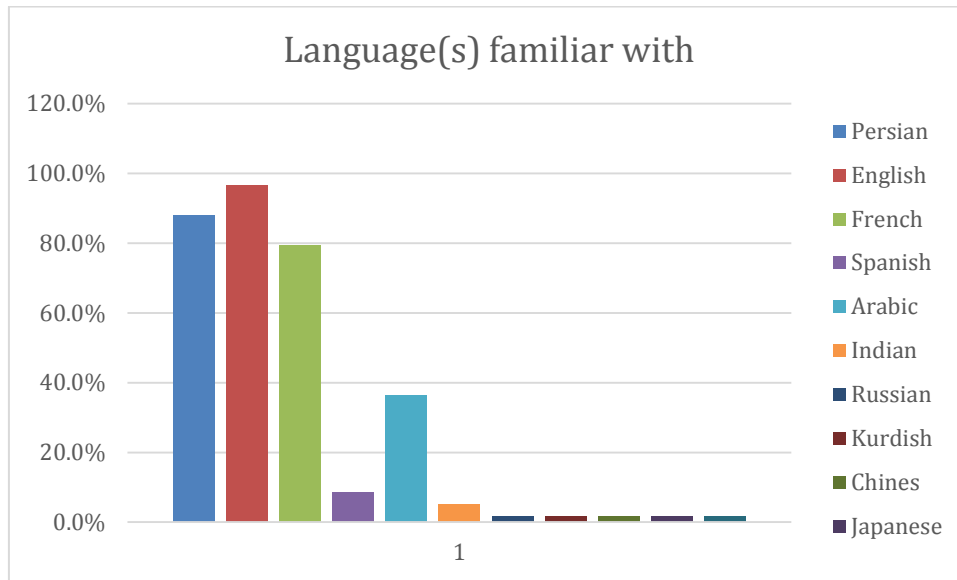


Fig.1 – Middle school language familiarity survey November 2020

High School Language Percentage		
Nationality	Father	Mother
Iranian/Persian	100	100
Home Language	Percentage	
Persian	100	
Academic Language	Percentage	
English	100	
Language(s) Familiar with	Percentage	
French	100	
Turkish	7.14	
Arabic	7.14	

Table 3. High School student's language profile November 2020



Mehr-e-Taban International School
Admission Language Profile Form (ALP1)

Applicant name:

Grade applying for:

In order for MIS to support your child in their ongoing language development, placement, and choice(s), as appropriate, we need you to complete the information below.

Language(s) of Instruction: previous school(s)

Please complete the table below for a maximum of 6 years of his/her previous schooling. In the grade level column, you may use the grade level names used at the school attended.

School	City/country	Academic Year(s)	Grade level(s) (Most recent at the top)	Language of instruction* (Languages in which all subjects were taught)

*If some subjects were also taught in another language (bi-lingual school), please indicate the second language:

School	Second language of instruction

Language(s) Spoken at Home

Please provide information about the language(s) spoken regularly at home with different family members.

Child's First Language: _____ Age Child Began to Speak: ____

What language is used between the child and: Mother? _____ Father? _____
 Siblings? _____

Guardian/Caregiver? _____

What language is used by parents when speaking to each other? _____

Please indicate in the space below any provisions that you have made or intend to make for your child's continued learning of their First language while you are in Iran.

If applicable please add any comment about the language background of your child.

Supporting Information

Your responses will help the school identify any support needed at an early stage, to facilitate your child's integration into our school. If English is not your child's first or only language:

Is your child a beginner at learning English	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
Has your child ever received instruction and support in learning English?	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
If yes, then please describe the support your child received: how long, how often, and in what setting (e.g., in school, after school, in an intensive language course, attended a bilingual school, or a school where English was the language of instruction).					
Has your child taken any formal tests in English? If so, please give details of tests, dates, and attainment.					
Student	Language	Understand	Speak	Read	Write
First Language		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second Language		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third Language		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Certification

I hereby certify the information provided in this document and all other documents pertaining to the MIS application process are accurate, true, and complete. I further understand that if deemed necessary, my child applicant will be tested (either remotely during the admissions process or upon arrival) and depending on the support needed an appropriate timetable with EAL and SEN support will be suggested.

Parent Signature:

Meh-e-Taban International School									
Language Development Progress Form (LP2)									
Student Name	Grade	Academic year	Date of enrolment at MIS	Language	First language	Interviewer			
Skill	Summary of discussion			General comment		Actions to be taken		Student's Goals	
Oral communication									
Visual Interpretation									
Reading comprehension									
Writing									
Students' self assessment	When I listen, read or view I can: Phase: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6			When I speak or write, I can: Phase: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6		When I communicate with others, I can: Phase: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6		Does the student take any language classes in or out of school? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Date:

Interviewer's Signature:

Student's Signature:

Command Terms from the International Baccalaureate (IB) Program/Across Disciplines	
Analyze	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances.
Appraise	To evaluate, judge or consider text or a piece of work.
Argue	Challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action.
Calculate	Obtain a numerical answer showing the relevant stages in the working
Classify	Arrange or order by class or category
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Compare & Contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept, or physical quantity.
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical
Derive	Manipulate a mathematical relationship to give a new equation or relationship.
Describe	Give a detailed account or picture of a situation, event, pattern, or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items
Document	To credit sources of information used by referencing (or citing) following one recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Estimate	Find an approximate value for an unknown quantity.
Evaluate	To assess the implications and limitations; to make judgments about the ideas, works solutions or methods in relation to selected criteria.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Exemplify	Represent with an example
Explain	Give a detailed account including reasons or causes
Explore	Undertake a systematic process of discovery

Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing factor or feature.
Infer	Deduce; reason from premises to a conclusion. Listen or read beyond what has been literally expressed.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Label	Add a title, labels, or brief explanation(s) to a diagram or graph
List	Give a sequence of brief answers with no explanation.
Measure	Find the value for quality.
Outline	Give a brief account or summary.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Recall	Recognize or identify
Reflect	To think about deeply; consider.
Recognize	Identify or recall particular features.
Show	Give steps in a derivation or calculation.
Sketch	Represent by means of a diagram or graph (labeled as appropriate). The sketch should give a general idea of the required shape or relationship and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value, or another brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or another possible answer
Summarize	Abstract a general theme or major point(s).
Extent	Presented clearly and supported with appropriate evidence and sound judgment.
Use	Apply knowledge or rules to put theory into practice.