



AHSS IB DP LANGUAGE POLICY

Language Philosophy

At AHSS we strongly believe in the ideal that all teachers are language teachers and should promote the concept of communication in its variety of forms throughout the school community. Many of the students at the AHSS are multilingual and are learning in a language that is not their mother tongue. Many students have two or three languages in their language profile. We recognize these identities and therefore AHSS promotes a multicultural and multilingual learning environment, thus encouraging internationally minded individuals.

Effective learning depends on student engagement with the inquiry cycle:
Understanding → taking action → reflection → understanding.

This life-long learning process is the focus of all aspects of our curriculum. Students are encouraged to question, challenge, think and rethink texts and their meanings. They are not only exposed to different forms of communication, but they study the languages by applying inquiry techniques to their own work. Through opportunities to collaborate with others, students develop their communication skills, which we believe will strengthen them as communicators.

Language Rights, Roles and Responsibilities

All the members of a school community have a role to play in the development and maintenance of the school's language and English as an Additional Language (EAL) program. The learning community at ISH shares the roles and responsibility, though they may vary. In general the following roles are appropriate:

The School Leadership

- Ensures that accurate data is collected through enrolment procedures, interviews and meetings with parents, so that statistical information about the school population can be collated, and so that important factors that may influence students' learning are known
- Provides teachers with access to information about their students that is relevant to the teaching and learning program
- Provides opportunities for staff professional development to ensure that there is an awareness in the school community of the implications of second language acquisition for learning and teaching, and so that teachers can access the latest information about EAL methodology and resources.
- Promotes a culture that values diversity and ensures that multicultural perspectives are incorporated into all aspects of school life
- Encourages home-school partnerships

- Ensures that policies and learning programs in all learning areas are formulated and implemented with the language learning needs of all students in mind
- Ensures that all teachers are informed about teaching strategies for making the mainstream curriculum accessible for all students, including EAL students
- Ensures that curriculum policies require that multicultural perspectives are incorporated in all learning areas.
- Communicates the language pathways and directions to the family and the student, and takes their choices into consideration in the design and implementation of the language programs and classes.

Language of Teaching and Learning English is the language of instruction on the AHSS IBDP for all classes except other-language courses. In other-language courses, the target language becomes the language of instruction as students' proficiency in these languages develops.

Language of Communication English is the language of communication for all official IBDP school activities, including morning assemblies, posted announcements, student assemblies, and faculty meetings. Macedonian may be used for meetings or other occasions for communication with Macedonian-speaking parents. Occasionally, unofficial activities outside the classroom, such as advisory sessions, may also be conducted in Macedonian.

English Language

The English language programme follows IB directives. The focus of the programme is on developing students' capabilities as sensitive, receptive, and competent users of the English language by employing a number of approaches. Students are exposed to diverse aspects of the language through the consideration of English in literary, social, and cultural contexts. The programme aims to improve students' aptitudes as readers, writers, speakers, listeners and thinkers of English; to encourage students to view the language as a communicative tool that can be effectively fashioned to suit a variety of purposes; to view themselves as English language users with their own distinctive styles of communication; and, finally, to promote the belief within students that their personal relationship with the language is active and dynamic (rather than immutable and unchanging) and is therefore empowering for them both as individuals and members of a global community.

AHSS language learning and development include the following goals:

- Endorse English as the official language of the school
- Guide students to think creatively and reason critically
- Emphasize development of reading, writing and oral communication skills at all grade levels across the curriculum
- Offer an ELL program for non-English speaking student
- Help students to identify their strengths and weaknesses and to reach their fullest potential.
- Provide professional development in language teaching strategies
- Support students with diagnosed learning needs so they can succeed in the regular classroom

DP language options

Since the language of instruction at AHSS is English, all Diploma Programme courses are taught in English. CAS guidance is delivered in English.

Strategies to promote language learning and development

Language learning takes place at all grade levels. Students also learn about other cultures through the French class that helps them develop international mindedness and expand their vision of the world. At AHSS, French classes help students to develop communication skills in the foreign language, mostly training their ear and helping them to speak this third language in daily basis situations. Reading and writing will come later, once the oral skill is a little bit advanced. The method is student-centered. They are involved in the discovery of this language and its use through different activities and collaborative projects.

The MBS library supports language learning in our school with many of its policies:

- Checkout of library materials is available to everyone in the school community, including students, parents, faculty and other school employees.
- The library is open from 8.00 to 16.00 every school day. A bilingual staff member is always available to assist library users.
- Teachers can freely sign up to bring their classes to the library to read, research, and work on varied activities and projects.
- The librarian listens to students and seeks teacher input in order to guide collection development. All Diploma Programme teachers have the opportunity to make requests for materials to inform and supplement their course outlines.

Decision making and IB language committee

The decision on implementation of languages in AHSS is delivered through the IB Language committee comprise of the Language art teachers as a Lead of this committee, so as the Head of the School, SLT and the DPC. The committee may also comprise of the larger circle of IB DP team, including parents. It should meet at least twice a year to review the policy, and if there are proposals for changes of the level, or language itself, to observe, research and decide of the implementation.

The roles of this committee is to:

- Monitor the implementation of the policy
- Consider proposals for changes of languages
- Offer and support DP language courses in additional languages

Upon requests for additional languages, language courses or support level, the Committee should consider the proposals through a range of criteria that could include:

- Numbers of IB school offering that language/level
- Quality of teaching and learning, and implementation of the programs
- Language diversities
- Risk for the school if changes are accepted or not
- Increased cost, extra financing and if it will be sustainable

After consideration process, the Committee should make recommendation to the Senior Lead team for approval. The IB Board is accountable for obtaining final approval of the

proposal that will be also reviewed by the Access and Advancement Committee, responsible for delivering it to the IB Board.