

ADVANCED FOR EDUCATION



**BRITISH ACADEMY
OF TUNIS**

MYP LANGUAGE POLICY

2023/2024

TABLE OF CONTENTS

Content	Page
BAT Mission	2
BAT Vision	2
BAT Values	3
BAT Principles	3
Philosophy	4
Key Beliefs	4
Purpose	4
Admission and Passing Requirements	5-9
Special Needs and EAL Support	10
Parental involvement	10
School Publications	10
Learning Support	10

BAT Mission

The British Academy of Tunis is engaged in preparing inquisitive, well-informed, caring, and internationally well-educated students who would be aware of a cross-cultural environment and very much tolerant of it as future global citizens. We value intellectual curiosity and independent, critical and creative thinking to promote learners' potential and maximize their growth. We train our learners to be compassionate, ethical, respectful of differing views, beliefs, and cultures, and responsible individuals who positively contribute to the well-being of global communities concerned with making a difference.

BAT Vision

Our vision at BAT is to foster a distinguished learning community committed to excellence, innovation, collaboration, life-learning, and tolerance. We inspire our students to become creative, caring, and compassionate members of a global society. It also involves educating all students to the highest levels of academic achievement to reach and expand their potential and prepare them to become productive and responsible students with solid ethics.

BAT Values

The British Academy of Tunis (BAT) believes effective teaching and learning both take place in a safe and structured educational environment. BAT practices a holistic approach to education where students, teachers, and families are unified in the educational best interests of all students. BAT's model for success incorporates the right for each student to become a reflective, well-informed, and open-minded inquirer with solid principles. Our values involve attributes representing a wide range of human capacities and responsibilities surpassing intellectual development and academic success. Our students are meant to be considerate, skilled communicators and potentially leading examples of future world citizens. All students and teachers at the British Academy are treated with respect regardless of gender, age, race, religion, or nationality. We are a community, and we achieve excellence together.

BAT principles

- A – ability** nurtured, flourishes
- C – curiosity** fostered, grows
- H – honesty** is the best practice, and our policy
- I – integrity**, led by example
- E – excellence** takes unending work
- V – veracity** is the foundation of education
- E – encouragement** is provided by all of us together

1- Philosophy

British Academy of Tunis (BAT) is committed to providing a learning community that promotes and supports language development. English is the language of instruction and communication. However, students also learn French and Arabic (Languages B). They are encouraged to learn additional languages. Currently the school provides teaching for Language and Literature (Language A: English) and Language Acquisition (Languages B: Arabic and French). Students are sometimes allowed to revert to other languages outside the classroom.

Our school cares not only about the students' native languages to support their identity and sense of belonging, but also cares about letting the students be fluent in a second and even third worldwide language such as English (language of instruction at our school), Arabic (host country language) & French (second language of the host country). The school makes sure that all facilities and supplies are available to enable students enhance their language skills.

2- Key Beliefs

- a) Learning languages is crucial to communication for social and academic purposes.
- b) Language enables students to learn how to think and acquire knowledge.
- c) The mother tongue is a key tool to maintaining cultural identity.
- d) Learning languages teaches cross cultural awareness and acceptance of diversity which supports international mindedness.
- e) Language is key to learning in all subject areas of the curriculum.
- f) All teachers are directly or indirectly language teachers.

3- Purpose

This policy is intended to provide an overview and guiding principles for language learning at BAT. Language is a part of every subject taught at our school. Our Language Policy expresses the school's beliefs about language, and serves as a guideline to all staff, parents and students. At BAT all teachers are considered to be teachers of language. All students are language learners, regardless of what language they speak. English is considered the main language of instruction and communication. However, students are allowed to use the mother tongue in inquiry if need be and when possible.

4- Admissions and Passing Requirements

New students applying at BAT are tested in English and Mathematics to assess their ability level (refer to AdmissionsPolicy). Students who are identified as having below level language skills receive EAL support. At BAT in order to fulfill the certification requirements **of MYP 5 (Grade 10), all students must study one language and literature course (English) and two language acquisition courses (Arabic/French)**

Group 1: Language and Literature

ENGLISH

In each level of the school, students study English. It is the language of instruction and as recommended in the Guideline for developing a school language policy, the school reinforces the fact that 'each teacher is responsible for improving communication and language.'

(Provisions are to be made for other mother tongues as needs arise.)

a) Main Objectives

The study of MYP Language and Literature is to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction.
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary works.
- Develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

b) Skills

Objective A: Analyzing

In order to reach the aims of studying language and literature, students should be able to:

- analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts.
- analyze the effects of the creator's choices on an audience.
- justify opinions and ideas, using examples, explanations and terminology.
- Evaluate similarities and differences by connecting features across and within genres and texts.

Objective B: Organizing

In order to reach the aims of studying language and literature, students should be able to:

- employ organizational structures that serve the context and intention.
- organize opinions and ideas in a sustained, coherent and logical manner.
- Use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing texts

In order to reach the aims of studying language and literature, students should be able to:

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience;
- Select relevant details and examples to develop ideas.

Objective D: Using language

In order to reach the aims of studying language and literature, students should be able to:

- use appropriate and varied vocabulary, sentence structures and forms of expression;
- write and speak in a register and style that serve the context and intention;
- use correct grammar, syntax and punctuation;
- spell (alphabetic languages), write (character languages) and pronounce with accuracy;
- Use appropriate non-verbal communication techniques.

(Courtesy of the IB Guidebook for Language and Literature)

Group 2: Language Acquisition

Arabic

Arabic is the official Language of the host country. Thus, Arabic teaching at BAT has a special significance. Currently, Arabic is taught as an individual subject in grade levels. However, starting from the next Academic Year, 2023/2024, different Arabic Language Proficiency Levels will be depicted among BAT students through placement tests. They will then be placed in the corresponding language proficiency level (phase) regardless of their grade levels. Some speak Arabic as a mother tongue, and others do not. Students then learn Arabic according to their proficiency level. Through the teaching of Arabic and links to Tunisian and Arab culture across the curriculum, students develop an appreciation of the host country's culture as well as an awareness of different perspectives.

All students follow an enriched version of the appropriate Arabic Language syllabus. Arabic Language teachers are employed in the school to cater to the continued development of Arabic. The school will ensure that sufficient full-time, qualified teachers are employed to support teaching Arabic in the school and develop curriculum resources.

French

We are well aware at BAT that students need to develop a range of languages and learn about different cultures for personal and educational growth. This will provide students with a multitude of opportunities to develop the attributes in the learner profile and become effective, multilingual communicators and members of the global community. French is offered to all students during the school day. French language teachers support the school's reading, writing, and oral language practices, the IB learner profile, the MYP attitudes, and the program objectives whenever and wherever appropriate. Students receive instruction using an interactive, immersion approach to foreign language learning. The school will ensure that sufficient qualified teachers are employed to teach French throughout the school. The school library will include literature and resources in various languages representative of the school population. The development of curriculum resources will be budgeted for.

Starting from the next Academic Year, 2023/2024, different French Language Proficiency Levels

will be evaluated among BAT students through placement tests. They will then be placed in the corresponding

language proficiency level (phase) regardless of their grade levels. Some speak French as a mother tongue or as a second language, and others do not. Students then learn French according to their proficiency level. Through the teaching of French, students develop an appreciation of an additional culture as well as an awareness of different perspectives.

a) Main Objectives

The main objectives, which are achieved at different levels in accordance with the criteria of the students' placement, are to enable students to communicate information, ideas and opinions and to demonstrate comprehension of these, both orally and in writing. In addition, students should be able to identify main ideas and supporting details and draw conclusions in these same ways, using appropriate structures and vocabulary. In the oral context, this should be done with comprehensible pronunciation and intonation. They should be able to request and provide information in formal and informal exchanges related to the Global Contexts and to cultural and international issues.

b) Skills & Knowledge

Students will then acquire the skills of speaking, listening, reading comprehension, formal and informal writing for both accuracy and fluency, in ever-increasing levels of difficulty from complete beginner to near native. Skills range from student self-expression to formal letters and literary analytical essays. Text handling is an important component in every level. Specific texts are listed in the departmental curriculum for MYP for each Grade and language.

c) Assessment

Teaching and learning in Language Acquisition is organized into four phases which represent a developmental continuum. Students may begin their Language Acquisition course in any phase on the continuum, and they may exit from any phase on the continuum.

Language Acquisition objectives are organized into four communicative processes:

A/ Listening: Comprehending spoken language presented in multimodal text encompasses aspects of listening and viewing. The process involves the student in interpreting and constructing meaning from spoken and multimodal texts to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in a similar situation, or gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit spoken information in multimodal texts. What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (Message: literal (explicit) and implicit)
- demonstrate understanding of conventions. What language conventions can be heard? For example, form of

address, greetings. What behavioral conventions can be seen? For example, dress code, gestures—shaking hands, bowing.

- demonstrate understanding of relationships between the various components of the multimodal text. What are the relationships between the various components of the multimodal text? Do they share the same context? Does the text link to the student's personal world?

B/ Reading: Comprehending printed language presented with multimodal texts encompasses aspects of reading and viewing. It involves the student in constructing meaning and interpreting printed, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes.

Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit written information in multimodal texts. What is the text type? What is the content? What details in the written language relate to the big ideas and explicit features of the multimodal text? (Message: literal/explicit, implicit)
- demonstrate understanding of conventions. What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice. What is the communicative purpose of the text? Who is the intended audience? What text conventions are used in the multimodal text? For example, use of color, structure, format—layout and physical organization of the text.

C/ Speaking: In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts). When speaking in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness. This is the use of the language system, including their use of grammar, pronunciation and vocabulary.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- use spoken language to communicate and interact with others. What is the role of the student/speaker? What is the context? Who is the audience? What is the purpose of the interaction? What is the message?
- demonstrate accuracy and fluency in speaking. How accurately is the language used? To what extent is the conversation language intelligible?
- communicate clearly and effectively. How well does the student communicate information? How accurately and fluently are the relevant information and ideas communicated?

D/ Writing: This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. When writing in the target language, students apply their understanding of language, form, mode, medium and literary

concepts to express ideas, values and opinions in creative and meaningful ways. They develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- use written language to communicate with others What is the role of the student/writer? Who is the audience? What is the purpose of the written text? What is the message?
- demonstrate accurate use of language conventions How accurately is the language used? To what extent is the language comprehensible?
- organize information in writing Does the student use an appropriate format? To what extent are the cohesive devices used in the organization of the text?
- communicate information with a sense of audience and purpose. How are the relevant information and ideas communicated? How well does the student communicate in a way that the text makes sense to the reader? (Courtesy of the IB Guidebook for Language Acquisition).

5. Special Needs and EAL Learning Support

The Learning Support Center offers support to students who are found below level in language through the EAL program. Students who are identified as being one year or more below grade level are to receive EAL support. Identification may be at the time of admission to the school, or as evaluated by the Language Teacher.

Students who are found to have special learning needs are referred to the center for one-to-one support and IEPs (Individualized Education Programs) are planned with the Language teachers to improve their language skills.

6. Parental Involvement

Parents are considered partners in the learning process and provide tremendous support for language learning at BAT. The school uses many methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. English is the main means of communication with parents while French and Arabic are provided when it is preferred by the parent.

7. School Publications

Students, parents and staff members at BAT come from different countries and educational systems. To maintain consistency in published materials, English is used for formal written documentation. However, Arabic and French teachers use their native languages for certain Arabic or French language communication.

8. Learning Support

The Learning Support department works with teachers to help them meet the needs of students identified with special language learning needs. This support is offered through differentiation in the classroom or an Individual Education plan is prepared by the learning support department.

