



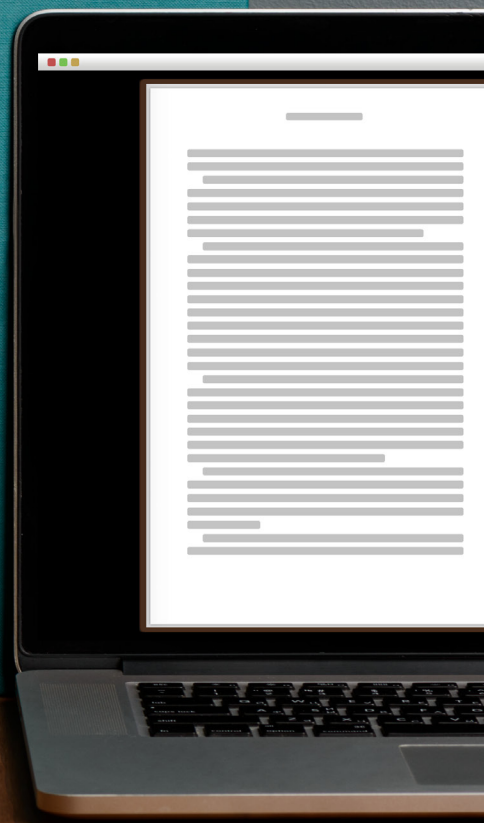
Eastwood Schools
Est. in 1973

Language Policy*

An EIS Guide

2022-2023

**Policy was last reviewed on September 2022*



eastwoodschools.com

eastwoodis.com

Mansourieh Campus

P.O.Box 100 Mansourieh
El Metn, Lebanon
T +961 4 409 307

Kafarshima Campus

P.O.Box 46 Kafarshima,
Lebanon
T +961 5 431 525



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CIS MEMBER



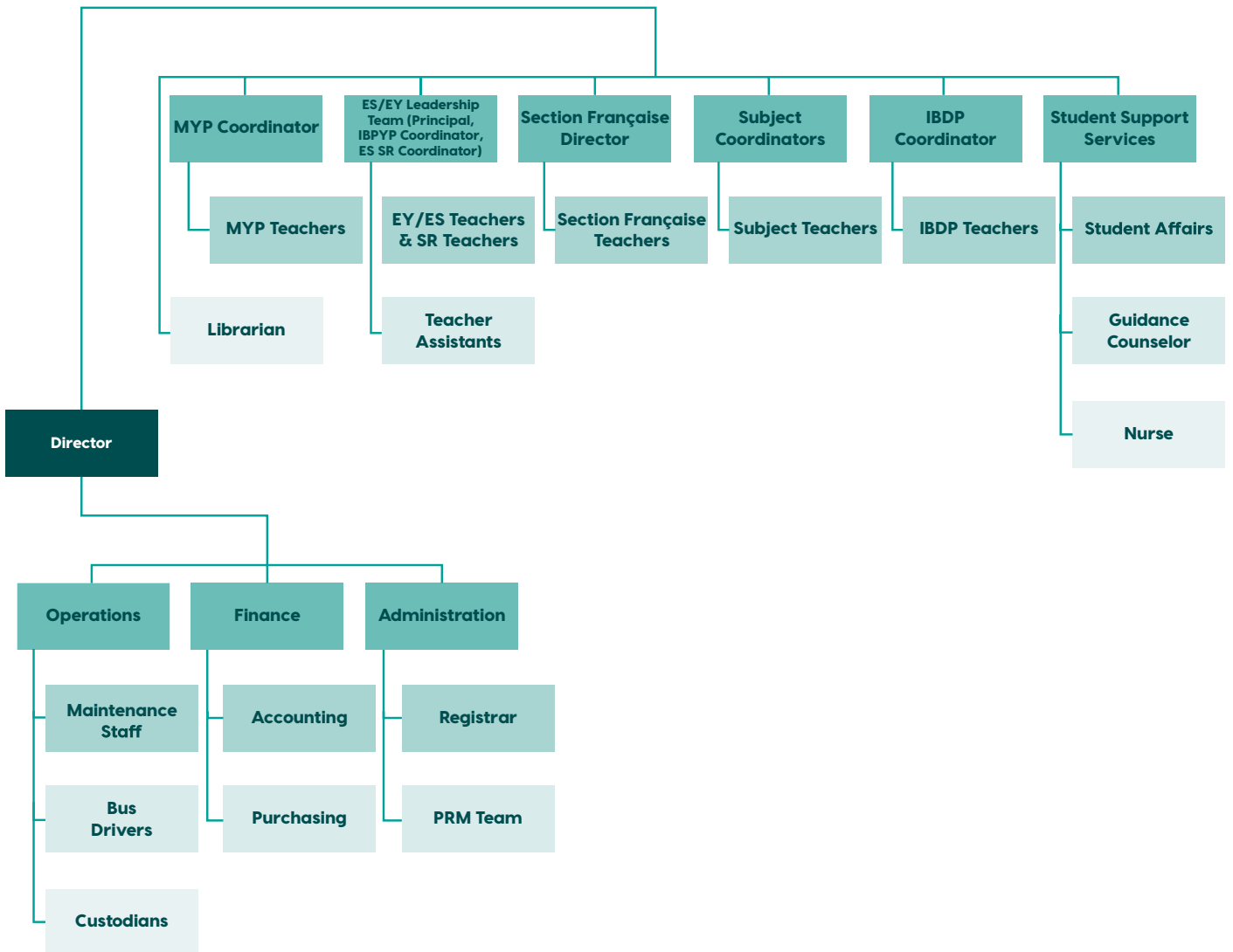
MISSION

Eastwood Schools commits to impacting the world by teaching students to be driven by a balance of mind, body and soul, and to couple knowledge with integrity, ambition with compassion, and achievement with service.

VISION

Eastwood International School strives to be a leading educational community in the Middle East for students of all nationalities and religions. The success of our vision depends on the commitment of all members of the school community to take an active part in its effort to provide an instructional system that conforms to the high standards of international education. Eastwood International School is committed to a program of continuous improvement and development.

ORG CHART



This policy is to inform stakeholders about Eastwood International School's beliefs about language learning, language programs, and language policies.

EASTWOOD INTERNATIONAL SCHOOL LANGUAGE PHILOSOPHY

Language plays a critical role in developing lifelong learning, cultural identity, and international-mindedness. All teachers at EIS whether they teach language or not take on the role of language teachers to facilitate communication.

ENGLISH AT EASTWOOD INTERNATIONAL SCHOOL

English is the language of instruction for the students enrolled in the English section at EIS.

IN PRIMARY YEARS PROGRAMME

All students study English as a first language. Instruction of language is holistic and integrated within the units of inquiry so that the students learn the language, about the language, and through the language. Students who require more support in English are enrolled in the English as a Second Language department.

IN MIDDLE YEARS PROGRAMME

All students follow the Language and Literature English courses. Students requiring extra support because of lack of English proficiency are exposed to English as a second language program.

IN DIPLOMA PROGRAMME

English is offered as Language and Literature A and B, SL or HL.

STUDENTS WILL JOIN THE ESL DEPARTMENT IN ONE OF TWO WAYS:

1. Upon enrolment at EIS, the Admissions Department will assess the student for ESL needs using the questionnaire provided
2. The student can be referred to the ESL Department at EIS by filling in the referral form and submitting it to the English Coordinator
3. Once the student has been referred and the number of hours of ESL support have been identified, the parents are notified of their child's needs in a letter.
4. Once the student has completed the requirements of ESL, they will join the mainstream classroom once the exit process from the ESL Department has been completed.

THE ENGLISH AS A SECOND LANGUAGE PROGRAM

The main goal of the ESL Department at Eastwood International School is to strengthen the student's English language for students joining from non-English speaking backgrounds or countries. All ESL services are pull out services. Upon admission, students are assessed in English and are placed in one of four levels and in one of two phases.

LEVEL 1

At this level, the student initially has limited or no understanding of English. He/she relies almost exclusively on the first language for communication. The level 1 student responds non-verbally to simple commands, statements, and questions. As his/her oral comprehension increases, the level 1 student begins to imitate the verbalizations of others by using single words or simple phrases.

LISTENING: The student may understand simple questions and statements on familiar topics. He/she begins to associate sound and meaning and builds a receptive vocabulary. The level 1 student begins to understand the main idea by focusing on key words and contextual cues. He/she may be able to follow simple directions.

SPEAKING: The student will primarily respond non-verbally or with one-word responses. The student speaks with some hesitancy, has gaps in vocabulary, poor syntax, and/or pronunciation. The student's pronunciation patterns show strong evidence of another language.

READING: The student may demonstrate little or no knowledge of print. As proficiency develops, the student begins to understand simple material for social or informative purposes. The student relies heavily on visual cues and prior knowledge.

WRITING: Writing consists of a limited set of vocabulary and

structures. As proficiency develops, the student is able to express basic personal needs in short repetitive sentence patterns. Some words from the native language may be used.

LEVEL 2

At this level, English language learners understand more complex speech, but still may require some repetition. At level 2, learners acquire a vocabulary of stock words and phrases covering many daily situations. They demonstrate an increase in comprehension and are more likely to make verbal contributions without prompting.

LISTENING: The student understands spoken directions with modifications, such as repetition, simplification, or slower presentation. He/she understands the main idea of extended but simple messages and conversations with some unfamiliar vocabulary and structures. The student comprehends language consisting of simple vocabulary, narratives, and structures in short face-to-face interactions with peers and familiar adults.

SPEAKING: The student uses simple sentence patterns, a limited vocabulary, and speaks with hesitation.

He/she is frequently understood by using repetition and rephrasing. The student relies on gestures, nonverbal cues, and survival vocabulary. The level 2 student's pronunciation patterns show strong evidence of another language that may often prevent effective communication in English.

READING: The student uses simple material for informative or social purposes. He/she understands the essential content of short, general statements, environmental texts, and formulaic messages. The student can read short texts or trade/pattern books independently. Understanding is limited to simple language containing mostly high frequency vocabulary items and grammatical patterns.

Writing: The student expresses basic personal needs and composes short informal passages on very familiar topics based on personal experiences. The student's writing consists of a limited vocabulary and structures in simple sentences and phrases. Errors in spelling, grammar, and mechanics are frequent and characteristic.

LEVEL 3

At this level students use English spontaneously, but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Students speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. They may have some trouble comprehending and producing complex structures and academic language.

LISTENING: The student understands short conversations on topics in everyday situations when listening to peers, familiar adults, and teachers. He/she relies less on repetition, rephrasing, and nonverbal cues for comprehension. The student frequently demonstrates both a general and detailed understanding of short, discrete expressions but has only a general understanding of longer conversations and messages in academic content areas. The student can follow multi-step directions.

SPEAKING: The student initiates and sustains a conversation with repetition using low-frequency vocabulary. He/she uses more common verb tense forms but still makes many errors in formation and selection. The learner uses word order accurately in simple sentences but makes errors in more complex patterns especially when speaking about academic issues. He/she often has to repeat him/herself to be understood by monolingual English speakers.

READING: The student has some comprehension of academic/factual materials written at grade level, and can independently read high interest/simplified vocabulary literature appropriate to the grade level.

WRITING: The student is able to complete some written assignments, but still requires assistance with grammatical and syntactical structures, such as word order, verb tenses, subject-verb agreement, irregular verbs, and other complex structures.

LEVEL 4

At this level, students' language skills are adequate for most day-to-day communication needs. Structural and lexical errors occur. Level 4 students may have difficulty understanding and using some idioms, figures of speech, and words with multiple meanings. They communicate in English in new or unfamiliar settings, but continue to have difficulty with complex structures and abstract academic concepts.

LISTENING: The student understands standard speech delivered in most authentic settings with some repetition and rewording. The learner understands the main idea and significant relevant details on familiar and relevant topics. He/she comprehends a wide range of language forms, vocabulary, idioms, and structures learned in and outside of ESL and content area classes. The student can often detect affective undertones and inferences in spoken language with some repetition and rephrasing. He/she can demonstrate phonological discrimination in most auditory elements in English.

SPEAKING: The student handles most communicative situations with confidence but may need help with any difficulties in language production especially in academic subjects. He/she engages in extended discussion with fluent speakers on a broad range of topics. The learner has a broad vocabulary and can be precise.

READING: The student comprehends the content of most texts of interest at grade level and with support most appropriate academic content area texts. He/she understands most factual information in non-technical prose. The student understands text with less dependence on context, background knowledge, and familiarity with the topic.

WRITING: The student composes unified and organized text on everyday topics with sufficient vocabulary to express her/himself at grade level. He/she shows good control of English word structure and of the most frequently used grammatical structures. Errors may still occur especially when writing about complex themes or issues.

PHASE ONE: Full Pullout services for a total of 10 hours a week for intensive language and literacy skill development with specialized ESL and special content curricular materials. This phase takes place out of English (6 hours) and French (4 hours).

PHASE TWO: Partial Pullout services of up to 6 hours a week (out of English and French), depending on the weaknesses in particular skills at the end of Phase One.

ARABIC LANGUAGE PROVISIONS AT EASTWOOD

1. Eastwood International School's student body is composed of both Lebanese and international students. Some of the students at EIS have been exposed to Arabic at their homes, who speak or understand Arabic, and who are, to various degrees, bilingual learners.

2. The Arabic Curriculum is standard based integrating the Lebanese national program, the IB curriculum and the AERO+ World Languages Standards.

3. ENROLLMENT IN THE ARABIC PROGRAM INCOMING STUDENTS ARE PLACED IN THE ARABIC LEVEL depending on their background. A placement test will be given to all incoming students during admission or the beginning of the academic year to determine their level in Arabic.

INCOMING STUDENTS ARE PLACED IN THE ARABIC LEVEL DEPENDING ON THEIR BACKGROUND.

A placement test will be given to all incoming students during admission or the beginning of the academic year to determine their level in Arabic.

IN MIDDLE YEARS PROGRAMME, students enrolled in the IB MYP program study five periods of Arabic for Language Acquisition. Students in MYP5 study 3 periods of Language Acquisition. Students enrolled in the Lebanese system or MYP Language and Literature (Arabic) study six periods of Arabic in Middle school and five periods in tenth grade.

IN HIGH SCHOOL, Arabic is offered four periods per week for the students in the non-IB system. Students enrolled in the Lebanese system study seven periods of Arabic in Middle school, five periods in tenth grade, three periods in the eleventh grade, and two periods in twelfth grade.

EIS POLICIES 2022

LANGUAGE POLICY

LEBANESE PROGRAM adheres to the requirements of the Lebanese curriculum and enables the students to undergo the Brevet national exams within the MYP framework*. *(in process of blending Lebanese requirements with MYP requirements by developing unit planners for each grade level where students are assessed according to the Language and Literature Criteria.)

IN THE DP PROGRAMME, Arabic is offered as Language A (Language and Literature) and ab initio.

FRENCH LANGUAGE PROVISIONS AT EASTWOOD FRENCH SECTION

1. FRENCH is the language of instruction for the students enrolled in the French section at EIS.

2. IN PRIMARY YEARS PROGRAMME

All students study French as a first language. Instruction of language is holistic and integrated within the units of inquiry so that the students learn the language, about the language, and through the language. Students who require more support in French will be enrolled in the French as a Second Language department.

3. IN MIDDLE YEARS PROGRAMME

All students follow the Language and Literature French courses. Students requiring extra support because of lack of French proficiency are exposed to French as a second language program.

4. IN DIPLOMA PROGRAMME

French is offered as Language and Literature A and B, SL or HL.

FRENCH LANGUAGE PROVISIONS IN THE ENGLISH SECTION AT EASTWOOD

1. THE FRENCH CURRICULUM for Language acquisition in the English section is standards-based integrating the IB curriculum and French as a Foreign Language (FLE) standards.

2. FRENCH IS PROVIDED IN GRADES

Nursery to Grade 12.

3. IN ELEMENTARY, French is offered five periods a week (period of 40 minutes).

4. IN MIDDLE SCHOOL, French is offered three periods per week. In IB MYP program, all students will be given a diagnostic assessment to determine the phase they will be enrolled in, based on their proficiency and background.

5. IN HIGH SCHOOL, French courses are offered four hours per week.

6. PLACEMENT IN THE FRENCH LANGUAGE courses depends on students' background, proficiency level, and availability of courses.

7. ALL STUDENTS ENTERING HIGH SCHOOL will be given a placement test to assess their proficiency level. In order to abide by the considerations of the IB Diploma Program, students will be placed in appropriate language courses in grade 11 based on their proficiency and background.

STUDENT LANGUAGE PROFILE

Every student has a language profile to track his/her development in the 3 languages taught at the school. The student language profile is updated at the beginning of every academic year by the language teachers after assessing the student individually.

PYP LANGUAGE POLICY REQUIREMENTS

LIFELONG LEARNERS 7.3: STUDENTS TAKE OPPORTUNITIES TO DEVELOP THEIR LANGUAGE PROFILES. (O4O2-O7-O3OO)

PYP:

CULTURE 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (O3O1-O4)

CULTURE 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (O3O1-O4-O1OO)
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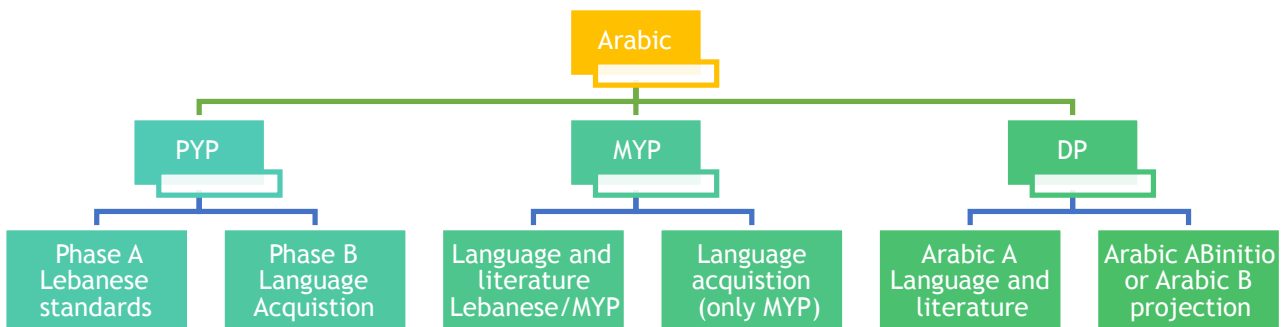
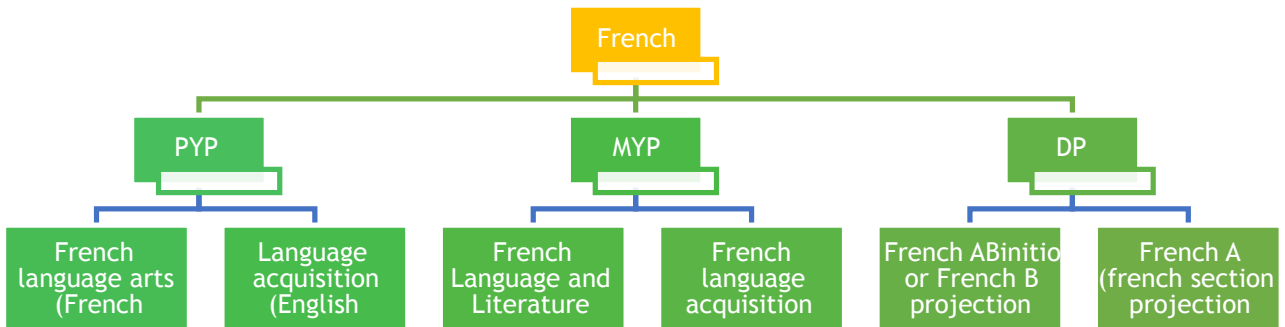
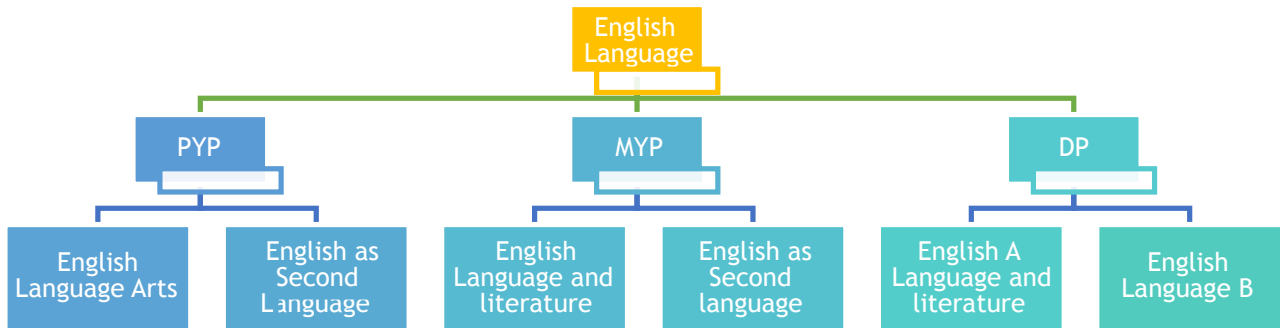
CULTURE 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (O3O1-O4-O2OO) Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (O3O1-O4-O3OO) Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (O3O1-O4-O4OO)

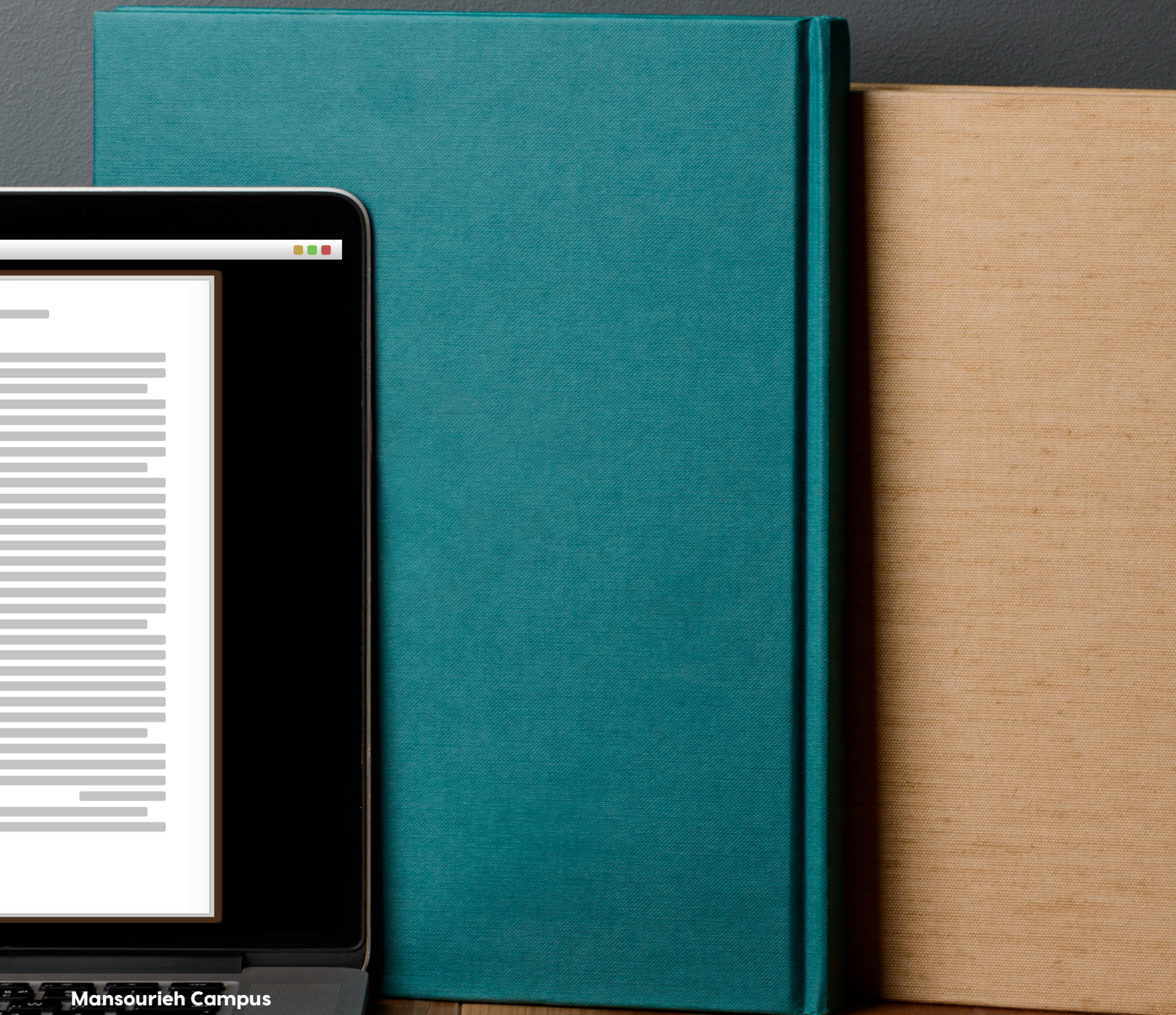
PYP 1:

The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (O3O1-O4-O411)

APPROACHES TO TEACHING 5.4: TEACHERS SUPPORT LANGUAGE DEVELOPMENT WITH CONSIDERATION FOR THE LANGUAGE PROFILES OF STUDENTS. (O4O3-O5-O4OO)

LANGUAGE POLICY





Mansourieh Campus
P.O.Box 100 Mansourieh
El Metn, Lebanon
T +961 4 409 307

Kafarshima Campus
P.O.Box 46 Kafarshima,
Lebanon
T +961 5 431 525