



**Nefertari American  
International School**

# **Nefertari International Schools**

**IBDP Candidate School**

## **Whole School Language Policy**

*Release Date: September 2014*

*To be Reviewed: September 2019*

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## Introduction

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Before framing the language policy for the International Baccalaureate Diploma Programme, it was important for us to review the linguistic profile of the students pursuing our curricular in Nefertari International Schools. At Nefertari International Schools, the medium of instruction in the American, British and National divisions is English and students have been learning this as their First Language right from Kindergarten as this is the language of communication for all purposes. However, in the French and German divisions, the languages of instruction are French and German respectively. The statistical analysis of the demographic profile of these students would reveal that almost 98 % of them come from families where the language spoken at home is Arabic. However, these languages of instructions are commonly accepted languages in the country, especially English. Furthermore, according to the division the student belongs to, we observe that the language of instruction at school whether it is English, French or German, is used as a means of communication in a great number of homes and are not really considered a foreign tongue by students, teachers, parents or other stakeholders. In each division in NIS, its language of instruction is the school's internal working language, in which all operational and development activities take place.

This document also addresses the specific language options, requirements and assessments for students seeking entrance into Nefertari International Schools International Baccalaureate Diploma Program, **which is still in its candidacy phase.**

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# Nefertari American International School

## Mission

The Nefertari International Schools aim to empower its students with challenging programs of international education and rigorous assessment through using the state of art technology. It also aims to develop in students the knowledge skills and attitudes from an international perspective and intercultural understanding while maintaining their cultural identity as native speakers of Arabic or belong to any other nationality. It strives at educating the whole person who shall serve as a responsible, compassionate and well informed citizen. Nefertari International Schools provide skilled and committed teachers who apply recent teaching methodologies and technology to subject areas. It strives to create a happy, motivated, friendly and supportive learning environment.

## Vision

At Nefertari International Schools, NIS, we are committed to providing a supportive, happy and positive learning environment for all students, helping them to acquire the academic skills necessary for post-secondary education, in addition to providing the values and skills needed to become active, balanced and compassionate citizens.

## Rational

This policy is designed to inform teachers, parents and students about our philosophical beliefs pertaining to language use, language teaching and language learning throughout the school. This policy emphasis the importance of international-mindedness in our community, and highly weighs the critical role of language in the global community.

The language task force consisted of representatives from the parent body, board of directors, IB DP Coordinator, Head of Languages, School Headmistresses, and Heads of Schools. The policy is the foundation for the decision-making about programmes, approaches to teaching and learning, and policy matters. The Language Policy was written during the 2014/15 academic year and will be reviewed in 2019.

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## The language policy encompasses the following language areas

- English is the language of instruction in the Nefertari American and British International schools and Nefertari National School
- French as the language of instruction in the Nefertari French International School
- German as the language of instruction in the Nefertari Deutsch International School
- Arabic is the mother tongue for 98 % of our students
- Modern Foreign Languages: French, German, English according to the school students are registered in

## Nefertari International Schools Current Students' and Teachers' Profiles

- At Nefertari International Schools, the body of students (about 98%) are native speakers of Arabic; The other students (about 2 %) are either nonnative speakers of Arabic and their mother tongues are either English , French or German or have dual nationalities and are bilingual.
- Most teachers at Nefertari International Schools (about 96 %) are native speakers of Arabic, while the rest (around 4 %) are native speakers of English, French or German.

Among the 96 % of the teachers whose native tongue is Arabic, 80 % of this group are fluent, or nearly fluent in English or French or German according to which school they teach in, as they use it as the language of instruction in their classes and generally in the school. The rest (about 20 %) speak only Arabic or have limited acquisition of any other language as they are teachers whose language of instruction in their classes, which are Arabic Language, Arabic Social Studies and Religious Studies is Arabic.

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Students in Nefertari British , American and National schools have studied English since Pre – KG( language of instruction ) , while those in Nefertari French School or German School have studied French or German respectively since Pre-KG ( Language of instruction).

Students in all Nefertari International Schools study a second Language, starting grade 2:

- The second languages studied in Nefertari National, British or American schools are either French or German.
- The second languages studied in Nefertari French School are either English or German.
- The second languages studied in Nefertari German School are either English or French.
- The students mainly use Arabic or their language of instruction (English, French, or German) outside lesson time.
- Students who are exempted by Egypt's Ministry of Education from sitting for the national ministry Arabic, Religious Studies and Arabic Social Studies exams due to being non Arabs or have not been taught Arabic in their previous schools in other countries attend the Arabic classes, but are fully exempted from the national ministry exams in those three subjects and their report cards issued by the school include no Arabic, Religious Studies or Arabic Social Studies grades. Some are exempted fully due to being of a non-Arab nationality while some are partially exempted because they have an Arab Nationality but have been living in countries where Arabic was not taught in their schools. The latter should take extra lessons or tutorial lessons outside school as their exemption ends in few years and thus sitting for those subjects taught in Arabic would become mandatory.

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## Nefertari International Schools Language Philosophy

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The language philosophy prepares our students for an increasingly intercultural world and equips them to adapt to an ever changing global environment. It incorporates the linguistic interests of the entire community.

The philosophy highlights the following:

- Language is central to all learning as it is the basis of all communication and learning; it is used to construct meaning, deepen understanding and communicate ideas and thinking. As such teachers, support staff and members of the community are all teachers of language. Language learning is best achieved when students are actively involved in speaking and listening, viewing and presenting, reading and writing.
- Language learning is a lifelong process and plays an integral role in intellectual development. Proficiency in language helps students to acquire competencies in other academic areas. Also, the skills acquired in one language can be transferred to other languages.
- As an International School that uses English / French/ German as the language of instruction. English as an Additional Language (EAL)/ French as an Additional Language (FAL)/ German as an Additional Language (GAL) support are required to develop initial English/ French/ Deutsch language skills and access the curriculum. This support is most effective when EAL/FAL/GAL staff work collaboratively with teachers through inclusion and immersion classes where students are taken out of the mainstream lessons.

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- The acquisition of language is enhanced by a student's deep understanding of their mother tongue. Mother tongue language development is essential in establishing a firm foundation for thinking processes, in maintaining cultural identity, and in developing communicative and literacy competence.
- The opportunity to learn modern foreign languages is valued as it provides intercultural understanding, promoting the ideals of peace and open-mindedness.
- As language constitutes an essential part of a student's identity and is an expression of one's culture, thus promoting Arabic as the language of the host country is important. Teaching Arabic provide all students with the opportunity to progress from colloquial to Modern Standard Arabic and exposes them to their own culture and enriches it through the acquisition of other languages.

## **Principles of Language Learning (Philosophy into Practice)**

- Our primary languages of instruction are English (in the British, American, and National school), French (in the French School), and German (In the German School). Students are also required to undertake the study of additional languages
- Language instruction is to be included in all aspects of the curriculum and all teachers must role-model effective communication methods. Where the conventions of communication are unique in a given subject, the appropriate scaffolding must be in place to encourage students to succeed. Teachers will explicitly teach their subject's vocabulary

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- Learning Arabic is strongly encouraged and mother tongue Arabic speakers should develop proficiency verbally and in reading and writing Modern Standard Arabic. This is carried out as all students enrolled in Nefertari schools take Arabic lessons, starting Pre-KG and until they graduate from the school
- We encourage our community to maintain their mother-tongue language whilst engaging with the language of instruction and that of our host country. The school is committed to providing students and parents with information about the importance of their mother tongue. As far as practically possible students are provided with support in maintaining their mother tongue language
- School Supported Self- Taught Language (SSSTL) is an option: If a student wishes to study their mother tongue, other than /additional to English, Arabic, French, German, as a Language A subject, they may do so. Even though there is not a specific language teacher for this language at Nefertari International Schools, the IB diploma caters for this course of study through what is called the **School Supported Self-Taught Language**. Students are allowed to study their own languages independently to Standard Level, the syllabus. The **SSSTL** course is a timetabled class with a teacher responsible for the course. In this case students are **compulsorily required** to secure a Tutor for their language in order to be admitted to this course. This is a private arrangement between the Parents of the student and the Tutor and responsibilities for remuneration are the students' families

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- Students may be encouraged to use their mother tongue when they need clarification or translation or to explore concepts or ideas at a deeper level to support their understanding. Also, students are given the choice to write their Extended Essay, Theory of Knowledge (TOK) and other selected assessments in their mother tongue or best Language in the Diploma Programme, (Nefertari is still an IBDP candidate school )
- Language should be used as a means of inclusion. Therefore all students in the social situation should (whenever possible) be able to speak and understand the language being used
- Language-learning is conducted in an authentic context using meaningful and engaging learning tasks. Use of language must be assessed using a balance of authentic assessments, both written and oral, providing students with regular feedback and opportunities to self-assess
- Where possible and appropriate EAL/ FAL/ GAL support will be provided throughout their education. EAL and classroom teachers work collaboratively to ensure students move from limited English to a point where basic functional English and basic literacy are established at which time responsibility for continued language learning shifts to classroom teachers with guidance and support from FAL/ GAL staff
- Teachers will aim to differentiate tasks and expectations to suit students' language levels

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## Language Provision

	Nefertari National School	Nefertari American and British International Schools	Nefertari German International School	Nefertari French International School
Language of instruction	English	English	German	French
Starting Grade 2, all students study a second language	French/German	French/German	English/French	English/German
Students with Arabic as their mother tongue	Arabic is taught as first language			
Students whose Arabic is not their mother tongue		Arabic is taught as an additional language		

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## IB Diploma Languages

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**Language A** is for a fluent language user who may intend to study in the language at the university and/or beyond, and who:

Is a native or near native speaker

Is a bilingual student (in reading or writing, or both)

All students in the **American, British and National Schools** must study English for the diploma in Group 1 (first language). Also, Arabic for native speakers of Arabic is another choice for students who wish to have a Bilingual Diploma. Another course choice for students whose native is not one of the languages taught at Nefertari International Schools and wish to have a Bilingual Diploma is SSSTL. Courses offered at Standard level (SL) and Higher Level (HL) are:

- English A: Language & Literature (SL & HL)
- English A: Literature (SL & HL)
- Arabic A: Language & Literature (SL & HL)
- School Supported Self -Taught Language (SSSTL) (SL)

All students in the **French School** must study French for the diploma in Group 1 (First Language). Also, Arabic for native speakers of Arabic is another choice for students who wish to have a Bilingual Diploma. Another course choice for students whose native tongue is not one of the languages taught at Nefertari International Schools and wish to have a bilingual Diploma is SSSTL.



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Courses offered at Standard and Higher level are:

- French A: Language & Literature (SL & HL)
- French A: Literature (SL & HL)
- Arabic A: Language & Literature (SL & HL)
- School Supported Self -Taught Language (SSSTL) (SL)

All students in the **German School** must study Deutsch for the diploma in Group 1 (first language). Also, Arabic for native speakers of Arabic is another choice for students who wish to have a Bilingual Diploma .Another course choice for students whose native tongue is not one of the languages taught at Nefertari International Schools is SSSTL. Courses offered at Standard and Higher level are:

- German A: Language & Literature (SL & HL)
- German A: Literature (SL & HL)
- Arabic A: Language & Literature (SL & HL)
- School Supported Self -Taught Language (SSSTL) (SL)
- The chart below clarifies the IBDP Languages

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**Language B** is specifically for those who are learning the language as a modern foreign language, and are not native or near-native speakers of the language. Those students:

- Have two to five years (or more) experience of the target language
- Have studied the language for grade 8 or equivalent
- Have been, and are now, taught outside the country where the language is spoken

## Languages offered in Group 2 are

French B, German B, English B, Arabic Ab initio, French Ab initio, German Ab initio, English Ab initio

**Ab initio SL** is for beginners who:

- Have little or no previous experience for the language
- Have less than one year of experience in language in the last 5 years
- May, in the case of a language with a written script different from the English one, have had formal lessons for up to one year in the target language

## Mother Tongue

The school believes that the maintenance of a student's mother tongue is essential for their subsequent linguistic and academic development. Therefore the school will endeavor to support mother tongue provision where feasible and educate families about the importance of mother tongue. Also, it is a mandatory requirement that all students who hold the Egyptian nationality or who are nationals of an Arab country to sit for our ministry of education Arabic language exam as a university requirement in grade 12; thus Arabic is taught throughout students' educational years. Also, Group 1 Arabic as well as SSSTL will be given to support mother tongues.

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## Languages and Curriculum Planning

As part of the planning process, interdisciplinary projects including Language A and Language B are designed and carried out across the school. Multiple activities are celebrated each year to build bridges of understanding and generate appreciation for other cultures.

## Admissions

All students who are joining Nefertari International Baccalaureate (**when authorized**) from other schools must take a First Language Entry test and score 70 % in their group 1 target language or higher in order to be admitted in the IBDP in Nefertari International Baccalaureate.

1. **Secondary Level English / French / German Proficiency Test:** is a reading comprehension and language art assessment used internationally at the secondary school level.
2. **Essay:** This task intends to assess the candidate's first language (grammar, diction, syntax) and essay writing skills (structure, complexity & flair for the language) as well as their capacity for critical or analytical thinking.

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3. **Interview** (Oral Criteria): This task intends to assess the capability of DP candidates to 'think' in his first Language. How is the candidate able to listen (decode) and then speak (encode) using the target Language (English \ French \ Deutsch). Students who are yet unable to sufficiently listen (decode) in their first Language (i.e. they must think in their native language in order to translate what is being said to them) will not be considered for entrance into DP. Students must be able to sufficiently speak (encode) in their first languages. That is, they must be able to avoid translating their simple ideas and thoughts from their first language into the target Language before they speak.

Moreover, as part of the registration process, the languages of all students are recorded. This includes mother tongue and second languages as well.

All Nefertari Students in grade 10 and equivalent must score 70 % in their language of instruction Subject (English \ French \ German) to join DP. **(When authorized as Nefertari International School is still a candidate school)**

## Professional Development

As far as the professional development is concerned our Language A and B teachers will undergo continuous training to update their skills and keep abreast of the latest trends in language teaching. They will follow the language teachers' forums of Online Curriculum Center (OCC).

Apart from training and workshops, interface with experts will be conducted as and when necessary.

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## Communication of Language Policy to Nefertari International Schools Community

The language policy will be introduced to Nefertari International Schools community through multiple pathways including staff meetings, Parents Teachers Association (PTA) meetings, grade level meetings and Director's News and Notes. The policy will also be featured on the school's website. New staff will be familiarized with the document during orientation.

### Policy Review

This policy will be reviewed every 5 years, commencing in 2014 by a committee consisting of a representative group from across the school community.

The Leadership team will review the implementation of the policy in classrooms and throughout the school on a regular basis as part of the appraisal process.

### Appendix A: Definitions/Parameters

English as an Additional Language (EAL)

French as an Additional Language (FAL)

German as an Additional Language (GAL)

School Supported Self-Taught Language (SSSTL)

Standard Level (SL)

High Level (H L)

Theory of Knowledge (TOK)

Online Curriculum Center (OCC)

Parents Teachers Association (PTA)

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## Appendix B: Roles and Responsibilities

### Students will

- Be aware of the school language philosophy and policy
- Take an active role in language learning
- Seek a wide range of language opportunities
- Make good use of resources such as the libraries and learning technologies
- Seek assistance when it is needed
- Do their best to develop a second language
- Have an opportunity to learn the language of our host country, Egypt
- Do their best to appreciate the cultural setting of Egypt and the Arabic language

### Teachers will

- Be aware of the school language philosophy and policy
- Explicitly teach the language conventions of their subject
- Model effective communication
- Help students find appropriate language resources
- Differentiate between student's language needs in planning, teaching and assessing student work
- Provide timely and effective feedback about language development to the students and their parents
- Refer students who are not developing the requisite language skills to the EAL team.
- Use a range of assessment and teaching strategies

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## Parents will

- Be aware of the school language philosophy and policy
- Actively participate in the acquisition of languages
- Encourage and provide opportunities for their child to maintain their mother tongue.
- Provide a range of appropriate texts for their children
- Monitor their child's progress and communicate concerns through the classroom teacher first

## School management and the Board will

- Provide adequate resources and staffing for the school's language programmes
- Ensure consistency across all sections of the school in the delivery of language instruction, assessment and reporting
- Provide professional development opportunities for all staff to be informed in recent developments of EAL instruction
- Instigate a regular review of the language policy

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