THE INTERNATIONAL SCHOOL OF EGYPT

IB DP Language Policy 2026-2027

Effective Date: September 2026
Next Review: September 2027

Prepared by:

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- Head of School (Olga Umarova)
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- School Librarian (Emas Eissa)
- School College Counsellor (Fatima Tariq & Mary Boutros)

1. Language Philosophy

The International School of Egypt (ISE) recognizes that language is central to learning, communication, identity, intercultural understanding and international-mindedness. All teachers are, in practice, language teachers and share responsibility for supporting students' language development through planning, instruction and assessment.

ISE aligns its language practices with the International Baccalaureate (IB) commitment to multilingualism and intercultural understanding. The school recognizes multilingualism as a fact of our school community, a right of learners, and a resource for learning. The IB emphasizes that students benefit from learning in more than one language and from developing understanding of their own and other cultures.

ISE values students' home and personal languages and encourages the maintenance and development of these languages while supporting students in developing proficiency in additional languages.

The primary goal of the language programme is for students to communicate effectively in more than one language while developing intercultural understanding, respect and international-mindedness. ISE believes that students learn languages most effectively through meaningful communication, authentic contexts, inquiry, interaction and the development of multiliteracy skills.

2. School Language Profile

A. Language of Instruction

English is the language of instruction for the Diploma Programme, except for Arabic language courses.

The majority of ISE students are Arabic-speaking, while the school community also includes students with different linguistic and cultural backgrounds.

Important IB documentation and communication will be made accessible in Arabic where appropriate to support communication with the wider school community.

B. Languages in the School Community

ISE recognizes Arabic as an important language of the local community and supports students in maintaining and developing their Arabic language skills.

Egyptian students follow the applicable requirements for Arabic and other government examinations. Students who are not required to take these examinations are encouraged to participate in Arabic language learning appropriate to their needs.

Students who require additional language support may receive additional instruction or targeted support from their language teachers.

C. Diploma Programme Language Provision

Students study language and literature and/or language acquisition courses according to the requirements of the IB Diploma Programme and their individual language profiles.

ISE reviews students' previous language learning, proficiency, academic needs and future goals when supporting appropriate language-course placement.

The IB requires DP students to study their best language as well as at least one additional language.

3. Supporting Language Development

ISE supports language development through:

- language and literature classes;
- language acquisition classes;
- additional language support where required;
- subject-specific academic language development;

- research and academic writing instruction;
- opportunities for students to communicate in authentic contexts;
- differentiated teaching and learning;
- library resources;
- digital resources and online databases;
- bilingual and multilingual resources where appropriate.

All teachers are expected to consider the language demands of their subjects and provide appropriate support for students who are learning through a language other than their home/personal language.

4. Language Resources

ISE provides physical and virtual resources to support language development, including:

- school library books and reference materials;
- English and Arabic dictionaries;
- digital books and databases;
- Egyptian Knowledge Bank;
- Savvas Realize / My Perspectives resources;
- IB digital resources;
- subject-specific online resources;
- teacher-created language support materials.

The school reviews its language resources according to student needs and available programme requirements.

5. Academic Language and Research

Academic language development is supported across the curriculum.

Students are taught appropriate academic writing, research, citation and referencing practices. Citation and research-skills workshops are provided to support students in developing responsible academic practices and avoiding plagiarism.

Language teachers and subject teachers collaborate where appropriate to support students' academic language development.

6. Rights and Responsibilities

Students have the right to:

- have their home/personal language and cultural identity respected;
- access appropriate language learning opportunities;
- receive appropriate language support;
- participate equitably in the IB Programme regardless of their linguistic background;
- use appropriate language resources to support their learning.

Students are responsible for:

- actively developing their language skills;
- respecting the languages and cultures of others;
- participating in language-learning opportunities;
- communicating appropriately in academic contexts.

Teachers are responsible for:

- recognizing their role as language teachers;
- identifying language demands within their subjects;
- supporting students' academic communication;
- providing appropriate language scaffolding and differentiation;
- respecting students' linguistic and cultural backgrounds.

Parents/Guardians are encouraged to:

- support the development and maintenance of their child's home/personal language;
- communicate relevant information about their child's language background and needs;
- participate in discussions concerning their child's language development;
- support additional language learning at home where possible.

School Leadership and Coordinators are responsible for:

- ensuring implementation of this policy;
- providing appropriate language resources;
- supporting professional development for staff;
- monitoring language provision and student needs;
- ensuring equitable access to the IB Programme.

7. Professional Development

ISE recognizes that successful implementation of the Language Policy requires staff awareness and professional development.

Teachers and relevant staff will be provided with opportunities to develop their understanding of:

- multilingualism;
- language-support strategies;
- academic language development;
- differentiation for students learning in an additional language;
- intercultural understanding;
- effective use of language resources.

The implementation of the policy will be discussed through relevant department, IB and professional-development meetings.

8. Inclusion and Equity

ISE seeks to ensure that students learning in a language other than their home/personal language have equitable access to learning and assessment.

Where language presents a barrier to learning, teachers and relevant school staff will identify appropriate support and monitor its effectiveness.

Language support will be provided without lowering academic expectations.

9. Spelling and Referencing

ISE does not require students to follow a country-specific English spelling system.

Students will follow the referencing and bibliographic conventions required by their subject and assessment. **MLA** is the preferred general bibliographic style at ISE where no subject-specific or IB requirement specifies otherwise.

10. Policy Review

This policy will be reviewed annually by the IB Coordinator, relevant language teachers, school leadership and other appropriate members of the school community.

The review will consider:

- student language needs;
- implementation of language-support strategies;
- available physical and virtual resources;
- teacher and student feedback;
- changes in IB language requirements;
- professional-development needs;
- equity of access to the IB Programme.

The policy will be updated where necessary to reflect the linguistic needs of the ISE community and current IB requirements.

11. Review Record

Date of Review: September 2026
Previous Policy: ISE Language Policy developed for IB authorization
Revised Policy: ISE Language Policy 2026–2027

Reason for Review

The original Language Policy was reviewed in September 2026 as part of ISE's regular policy-review process and in preparation for the school's IB programme evaluation.

The previous policy provided a sound foundation and already addressed the importance of language, the school's language profile, language provision, language support, resources, referencing and annual review.

However, the review identified a need to make several expectations more explicit in order to reflect current IB language-policy principles and the current needs of the ISE school community.

Main Revisions Made in 2026

The revised policy:

1. **Makes multilingualism explicit** by identifying it as a fact, a right and a resource for learning.
2. **Strengthens the role of all teachers as language teachers**, with responsibility for supporting academic communication.
3. **Clarifies support for students' home/personal languages**, particularly Arabic within the ISE context.
4. **Clarifies students' rights and responsibilities** regarding language learning.
5. **Adds responsibilities for parents/guardians, teachers, coordinators and school leadership.**
6. **Strengthens the description of physical and virtual language resources** available to students.
7. **Adds professional-development expectations** related to language learning, multilingualism and language-support strategies.
8. **Clarifies equitable access** for students learning in a language other than their home/personal language.
9. **Strengthens parent involvement** in students' language development.

10. **Updates the review process** so that implementation, resources, student needs and changes in IB requirements are considered annually.

These revisions were intentionally kept focused because the original policy already reflected many of the school's existing language practices.

Outcome: The revised Language Policy was approved for implementation from September 2026 and will be reviewed again in September 2027.

Approved by:

1. **School Superintendent**

Safaa Halaka: _____

Date:

2. **Head of School**

Olga Umarova: _____

Date:

References

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