



DHAHRAN AHLIYYA SCHOOLS LANGUAGE POLICY

6/2017

Language Policy Committee Members
Directors
Supervisors
Teachers
Students
Parents

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Dhahran Ahliyya School is a not-for-profit organization that was founded for the purpose of providing the best possible education to its students in order to fulfil its mission and vision.

DAS MISSION

Inspired by the principles of Islam, the mission of Dhahran Ahliyya Schools is to empower each student to be a compassionate, thinking, lifelong bi-lingual learner who makes a positive difference, locally and globally.

DAS VISION

Our vision is to provide a world-class education with an Arab and Islamic identity through a pioneering learning community that is sustainable and socially responsible.

In order to reach our vision, we have adopted the International Baccalaureate.

IB MISSION

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

IB LEARNER PROFILE

Inquirers:

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable:

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers:

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators:

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled:

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded:

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring:

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers:

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced:

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective:

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

DAS EDUCATIONAL PHILOSOPHY

We believe that excellent education touches both the hearts and minds of students, developing their intellectual, personal, emotional and social skills to learn and work in a rapidly changing and globalizing world. Moreover, it should provide them with a sense of belonging in their own country while also an openness to their roles as citizens of the world, committed to taking action to help make their world a better place.

We believe that this kind of education is best provided through a collaborative, constructivist learning process that is based on inquiry, action and reflection. It should result in meaningful, rigorous, interdisciplinary academic learning which students apply to solution of real problems while, at the same time, developing the attributes described in the IB Learner Profile and the attitudes that support lifelong learning. In our approach, assessment plays an important role and must be multi-faceted and integrated in the process of learning and planning.

We believe that language is central to intellectual, social, cultural, and emotional development and, therefore, every teacher is a language teacher. Our goal is to honor and support the development of both Arabic and English. We highlight the transdisciplinary nature of language learning by teaching the academic language through content in both English and Arabic.

We believe that the consistency of a positive, supportive climate of respect, safety, and responsibility is essential. All our students deserve equal opportunity and should be treated with equal respect and dignity. However, we also recognize that to be fair to all, we need to differentiate in kinds and amounts of instruction and learning support.

DAS COMMITMENT: FOUR CRITERIA FOR EVALUATING DAS EDUCATIONAL PROGRAMS

1. STUDENTS FEEL safe in the school, confident that they will be respected and not exposed to any kind of bullying – physical or emotional, from adults or fellow students.
2. STUDENTS FEEL that what they are studying is useful to them all the time and interesting to them at least 65% of the time.

3. STUDENTS FEEL that they are being asked to apply higher level thinking skills to their learning and that they are not being asked simply to memorize except in those few instances when it is absolutely necessary.
4. STUDENTS FEEL that they are able to succeed in doing the work assigned and are confident that if they have trouble they will be able to find assistance from teachers who will help them LEARN, not simply help them get good grades

DAS STRATEGY FOR CONTINUOUS DEVELOPMENT

Our methodology for ensuring continuous development is based on the culture of the pioneering professional learning community (PLC), which requires the ongoing learning of every individual in the school, regardless of age or position. Learning must be both individual and collaborative through an iterative process of inquiry, action, and reflection best represented by the Feedback Spiral, shown below. (“Habits of Mind”, Costa and Kallick, 1995)

This process is guided by research-based, internationally recognized standards for student learning. Progress is also supported by the DAS Four Criteria for Evaluating the School Program (see above), and Standards for Good Teaching and Standards for Good Work shown in the DAS Plan for Continuous Progress in Learning (PCPL). Progress is assessed by instruments geared to all those same standards and new plans are designed on the basis of reflection on results. Maintenance of the culture of the professional learning community also requires clear, announced and updated policies and procedures which are applied consistently by all concerned. Other essential components of the culture are best represented by the DAS Pillars, shown below.

DAS METAPHORS

Laboratory Community Family

The language policy at DAS has been designed to be consistent with the principles and practices of the Saudi Ministry of Education and the International Baccalaureate.

Dhahran Ahliyya Schools is a bilingual school (Arabic and English). Most of the students at this school are Arabs as their mother tongue language is Arabic, whilst a growing number of students use English as their mother tongue.

Language Policy Philosophy

At Dhahran Ahliyya Schools (DAS), we believe that language is fundamental to learning, thinking and communicating, and permeates the whole curriculum. It is necessary not only to learn language, but also learn about language and through language. Learning best takes place in authentic contexts, including a study of literature, and language plays a special role in enabling this to happen. The strands of oral, written and visual communication are learned throughout the curriculum, and hence all teachers are also teachers of language.

At Dhahran Ahliyya Schools, we believe that bilingual learning is constructing cognitive understanding in two languages, using a student's mother tongue to support understanding in an additional language, emphasizing vocabulary development in all subjects, learning /working /thinking and communicating in both languages, and implementing a balanced literacy program in both languages. DAS is dedicated to supporting and promoting Arabic and English by ensuring that all communications to and from the learning community is provided in both languages. DAS believes it is important to maintain cultural identity through promoting Arabic language.

Mother tongue language, and any other language used in constructing meaning, is intimately connected to a student's relationship with the world and how they come to feel about the world. The development of a students' mother tongue is essential for cognitive development and the maintenance of cultural identity.

At Dhahran Ahliyya Schools, we believe that the acquisition of language is a dynamic, life-long process that supports all learning. Through meaningful interactions and experiences we communicate with and understand others within our local and global communities to develop intercultural awareness. DAS Schools provides a bilingual learning environment that furthers intellectual and personal growth, enhances language development, and promotes internationalism.

Based on these beliefs and through this program, we aim to ensure that:

- Our students will master both Arabic and English at a level of competency required for university studies.
- Students will gradually develop their competency in both Arabic and English over all their years of study at DAS.
- Students will learn through and about Arabic and English.
- Students master English as an international language, rather than as the language of any particular country.

Guiding Principles

1. Language learning at DAS will reflect the policies of the Ministry of Education and the International Baccalaureate.

In practice this means:

All school departments within DAS promote and follow the guidelines and the principles outlined within the school language Keeping in mind and following the requirements of Ministry of Education and the International Baccalaureate. There may be some differences in specific practices in the school in line with the requirements of the curriculum of each department as expected by the Ministry of Education and the International Baccalaureate.

2. All teachers are teachers of language.

All DAS teachers are language teachers. They understand that language instruction is an integral part of teaching in all subject areas and at all grade levels. They teach language for learning by acquiring understanding of the processes of language learning, integrating language instruction with content instruction, differentiating teaching and learning

strategies to meet individual students' language for learning needs and by collaborating with colleagues in the implementation of effective language for learning strategies.

In practice this means that teachers use strategies such as the following:

- Model different reading and writing strategies and effective language use
- Demonstrate how to speak and listen effectively in various situations
- Foster a variety of communication opportunities and types
- Teach vocabulary and language skills related to their subject
- Provide project based learning with related language activities
- Create bilingual notes when needed and bilingual wall displays
- Use heterogeneous groups to assist language development
- Use collaborative activities
- Allow use of translation tools in all subjects
- Use concept mapping and brainstorming techniques
- Provide opportunities for oral presentations on a regular basis
- Use a variety of writing modes/styles: opinion/narrative/informative.
- Use a variety of printed and electronic reading resources.
- Provide opportunities for students to proof read other students work.
- Accept more than one style of English in student work.
- Create a risk-free environment to foster a variety of means of communication.
- Encourage a willingness to take language risks in different group settings by having students use, experiment with, and learn language.
- Offer ample opportunity for oral reading, oral presentations, role plays, and other oral performances.
- Offer ample opportunity for discussions, debate, and the expression of different viewpoints.
- Provide opportunities for students to make choices with language activities and to improve through practice.
- Use technology in language learning
- Use a range of teaching resources including audio and video, games and artifacts
- Keep records of student discussions
- Display student and teacher questions
- Involve students in assessing their own language development through portfolios, rubrics, self- reflections and conferencing, to encourage self-assessment
- Encourage students to use the writing process, including drafting, editing and sharing work with others as a means to reflect upon and develop ideas
- Make connections between Arabic and English vocabulary

- Model language for expression in speaking, writing and reading
- Develop the four skills in both languages (Listening, speaking, writing, reading, and media literacy)
- Promote problem solving (learning and thinking strategies), higher order thinking skills, Life-skills, habits of mind leadership skills, higher order collaborative and social skills
- Integrate technology and Information skills

3. All members of the school community are learners of language.

4. All members of the DAS community, teachers, students, staff, and parents are encouraged to develop at least a functional level of bilingualism.

In practice this means:

- DAS teachers involve parents in the linguistic and academic development of their children and encourage them to learn language with their children.
- Teachers are encouraged to learn key vocabulary in both Arabic and English that will assist communication in the classroom and within the school community.
- All members of the community recognize that language learning is a lifelong process
- All Students, teachers, staff and parents are encouraged to reflect upon language learning.
- The school will provide language learning opportunities, such as access to language software or language classes, where appropriate.
- Language development program will be devised using the constructivist theories. Teachers will assist students to scaffold their learning and will work within the students' 'Zone of Proximal Development'.

DAS firmly believes in constructivist theory and encourages teachers to use scaffolding to help guide students from what they can already accomplish towards what they may not be able to do independently, until they are able to do so by themselves. This strategy will scaffold any student's learning through their ZPD (Zone of Proximal Development) towards achieving language proficiency. DAS keeps up to date record of the students' language development through a variety of assessments that are kept on files.

In practice this means;

- Teaching and learning build on students' prior knowledge.
- Lessons are designed to assist students to construct meaning for themselves.
- Mother tongue is used to support the learning of the other language.
- Allowing students to access books at their own level and track their own reading progress through various reading programs.

Meeting the Needs of the DAS Community

The study of two languages will occur at all levels of the school, to promote additive bilingualism. A student's language ability is considered when students enroll at DAS and will contribute to class placement. The Administration informs the wider school community about the school's policies and practices regarding language learning and language for learning.

1. All students will study Arabic.

In practice this means:

When speaking, reading or writing in Arabic, formal standard Arabic must be used.

A- In the IB Primary Years Programme (PYP)

- Teachers speaking different languages work collaboratively to teach the curriculum.
- All teachers work collaboratively to support the language learning of the Arabic/ English students.
- Science and math are taught in both Arabic and English alternating year to year starting from grade 3.

B- In the IB Middle Years Programme (MYP)

- All students study Arabic
- Students are offered SSU support based on their history and needs.

C- In the International Second Programme (ISP) Track

- All students study Arabic
- there is no Student Support Unit (SSU) in ISP

D- In the Muqarrarat track (this is both part of ISP and MYP)

- All subjects, with the exception of English language classes, are taught in Arabic
- Students are grouped for English classes according to language ability.

2. All students will study the English language.

A. In the PYP

Support is offered by the school to students with language needs through different means.

In practice this means:

- teachers work collaboratively to support the language learning of the students
- Additive bilingualism will be encouraged and supported in the school.

B- English and Arabic are the mediums of instruction at DAS. As a result, students use and develop their listening, speaking, reading and writing skills in both languages, as they study our curriculum in different programs and cycles.

In practice this means that teachers use strategies such as the following:

- There will be opportunities for students to use both languages for making personal connections except during language classes.
- Teachers will plan effective, relevant and significant engagements to improve proficiency in both languages.
- Students learn through language, building upon their prior knowledge, as they discuss ideas and reflect on their learning.
- Students will learn about language as they explore how language functions and the conventions that support communication, and the similarities and

differences between English and Arabic.

- Peer tutoring and peer supported language learning are encouraged in class
- Parents will be encouraged to actively support the additive bilingualism policies, as set out by the school.
- Parents will be encouraged to communicate with their children in multiple languages.
- Grammar and phonics will be used to develop and support language learning in both languages.
- Teachers and other community members will display posters and labels that reflect the both languages in our school
- Connections will be made between languages, in language classes as well as in the subject classes
- Most ceremonies and other school events will be conducted bilingually
- Computers with English operating systems and computers with Arabic operating systems are made available to staff and students.
- The creation of Arabic-English glossaries related to concepts being taught
- Peer correction, translation and interpretation will be encouraged
- Bilingual signage throughout the school

C- School documents will be bilingual; Arabic and English.

Documents requiring action will be available in the languages of those community members required to respond to the content of the document. Documents requiring awareness of the content will appear in their original language with a summary written in the alternative language.

In practice this means;

- Documents that require host country staff member response will appear in Arabic.
- Documents that require overseas staff member response will appear in English.
- All documents will be bilingual.
- Documents that require host country staff member awareness and which are written in English shall be summarized in Arabic.
- Documents that require overseas staff member awareness and which are written in Arabic shall be summarized in English.
- Documents that require parent response will be bilingual.
- Documents that require student response will be in the language of instruction of the program.

D- A student's language ability Arabic language, and English, will contribute to admission decisions.

DAS does not discriminate in admissions with regard to race, gender, ethnic origin, or religion. The decision to admit a student is based solely on an assessment of the student's ability to benefit both from the school's academic program once a student has qualified and the assessment has been graded priority is given to (alumni children, siblings, staff children, and Aramco employees children.

Where English language ability will impact upon the students' ability to participate in the curriculum, DAS uses formal and standardized starting with 4th grade English language proficiency assessments to inform admission decisions. Test results will be only one factor in determining student's acceptance to the school and/or to a specific program.

Where Arabic language ability will impact upon the students' ability to participate in the curriculum, DAS uses formal and standard Arabic language proficiency assessments to inform admission decisions. Test results will be only one factor in determining student's acceptance to the school and/or to a specific program.

For Math ability the student is given the choice of either Arabic or English test
In practice this means

- Admission to a program will depend upon the results of the admission test,
- Arabic Competency Admission Test are used to determine a students' Arabic language ability
- Students seeking admission will be interviewed in the language of instruction of the target program.
- To maintain a learning environment where the majority of the student body is able to comprehend the cognitive academic language spoken in the classroom, the school places constraints on admissions and/or placement in programs.

E- Student's language ability in both the host country language, and English, will contribute to placement decisions.

In practice this means;

- Students will be placed into homeroom classes to create cultural and

linguistic diversity and balance between classes.

- Present and future learning needs, language proficiencies and the provision of appropriate academic challenges will all be considered in placement decisions.
- Parents may request placements for their children, however, the responsibility for placement decisions remains with the administration of the school and relevant academic staff

F- Language development will occur in authentic settings, which includes the study of literature.

In practice this means:

- Language learning will occur in context. While skill based lessons, such as vocabulary and grammar exercises are valuable learning tools, the majority of language learning will occur through authentic use of the language to perform its primary function of communication.
- Literature provides an authentic context for learning the power and beauty of a language. Consequently, all language classes will involve a study of literature.

Mother Tongue Language Development

DAS acknowledges the critical role that the maintenance and development of language and literacy skills in the mother tongue plays with regard to the facilitation of second language learning, the development of additive bilingualism, continuous cognitive development, increasing intercultural awareness and understanding and supporting students in remaining connected to the language, literature, culture and community and educational system of their home country (p12, IBO Second Language and Mother-tongue Development, January 2004).

A- Mother tongue languages will be used to facilitate the development of the other language.

In practice this means:

- Encouraging the use of mother tongue resources to facilitate and/or enhance learning in the other language (Arabic or English)
- Encouraging the use of mother tongue languages in class, where this contributes to a better cognitive understanding by the student.

B- Language resources will be provided for the mother tongue languages of all students enrolled at the school

In practice this means:

- The use of library facilities to grant students access to material in their mother tongue
- Using internet resources such as mother tongue websites and web page translators
- Encouraging community members to support the learning of the mother tongue languages
- Planned purchasing of mother tongue resources where print or other resources exist for that language

Planning for Language Learning

DAS recognizes that effective language learning occurs best following collaborative planning of teaching and learning activities. The various strands of language and the development of language skills will be explicitly discussed during the collaborative planning process.

A- Language benchmarks will guide instruction and assessment of student language development.

In practice this means:

- DAS provides a curriculum model with common standards, benchmarks of achievement and criteria for all students.
- DAS assessments and subsequent progress reports demonstrate current achievement as reflected by student performance on various activities and tasks.
- An understanding that the assessment of the student performance in ENGLISH may not be reflective of a student's ability to perform or achieve in Arabic.

B- Aspects of language development will be incorporated into unit planning.

In practice this means:

- Language development will be most effective when learning activities are planned and delivered in the classroom
- Language development will be incorporated within the teaching and learning activities described in the unit planner.
- A dynamic class structure is provided. Activities will be organized that give students the opportunity to communicate in a variety of forms, and work with others who have a variety of language abilities.
- A variety of materials and resources will be chosen for classroom use to allow access to the curriculum for all students.

C- Student Support Unit (SSU) teachers will work with classroom teachers to plan and deliver the curriculum in various subjects (English, Arabic, and Math).

In practice this means:

- Collaborative planning between the SSU teachers and the classroom teachers is expected.
- Share data and discuss progress of student

D- Language learning will be structured to assist students to experience success. This requires differentiated learning experiences

In practice this means:

- Activities are designed at multiple levels in order to provide for the range of language abilities in their class
- Tiered activities will be provided in order to allow students to access the curriculum at different levels
- Assisting students to set individual language goals
- Using portfolios, rubrics, self- reflections and conferences to encourage self-assessment
- Using the writing process, including drafting, editing and sharing work with others, as a means to reflect upon and refine ideas
- Involving students in designing assessment criteria to analyze their work
- Differentiation in the support provided and the type and amount of feedback given to students
- Using different grouping strategies to suit different abilities and learning styles

E- SSU support will be provided for students.

Refer to DAS Inclusion policy.

Language for Successful Communication

Students will be given the opportunity to develop their language skills as critical thinkers, making connections and responding to tensions and issues they encounter. Teachers will evaluate what skills students have and what they need in order to become more proficient independent learners and communicators.

A- Students are supported to link language development and critical thinking skills.

In practice this means:

- Language development activities provides opportunities for critical thinking.
- Students will reflect on their learning through critical self-reflections and self-evaluations.
- Teachers will encourage the development of critical thinking skills such as: debating, active listening, and thoughtful writing.
- Providing opportunities for students to collaboratively develop concepts through discussion.
- Students may use their mother tongue to develop conceptual understanding, or when reflecting on their learning, and then communicate their ideas in one of the languages of instruction.

B- All students are encouraged to read widely and often.

In practice this means:

- Students are actively involved in selecting their own reading materials for pleasure and research purposes, in addition to the books they are guided to read to support the development of their reading skills.
- The use of on-line reading programs to encourage students to develop reading skills at own pace
- Opportunities for parents to purchase texts through the school, particularly texts in Arabic, are provided.
- Students are given opportunities to attend the Library during class time.
- Newspapers and magazines will be available to develop the students' awareness of current events

Professional Development

A- Professional development for all teachers to increase their skills in language teaching and learning will be offered by the school.

B- DAS funds consultants in order to provide professional development for all staff in various pedagogical methods specifically teaching language in a bilingual school.

C- DAS administration recognizes the importance of professional development for all staff in the area of language and learning.

In practice this means:

- All teachers are language teachers and therefore opportunities are available for regular training and retraining in this area of the curriculum, through participation in Professional Development workshops within the school or in the wider community.
- Reviewing language for teaching strategies will be an integral part of the curriculum review cycle
- Monitoring and providing feedback on effective language for learning in the classroom will be part of the teacher appraisal process.

D- DAS Library and Media Centers (LRC) supports language learning

DAS LRC aims to help create a bilingual learning environment and to nurture the concept of additive bilingualism.

In practice this means:

- Offering an accessible collection of literature, reference materials, and other text-based resources in both English and Arabic, with an equal distribution between the two languages in terms of amount, quality, and content
- Offering an accessible collection of audiovisual materials, and other electronic resources which are accessible in both English and Arabic
- Making paper and electronic translation tools available to all language learners when needed in content areas.
- Actively seeking to add useful and relevant bilingual resources to the Library and Media Center
- Ensuring that the Library and Media Center is sufficiently staffed so that librarians or support personnel are available throughout the school day to aide

members of the school community to access information in both English and Arabic.

- Creating bilingual signs, labels, and displays for the Library and MediaCenter to promote literacy and to assist community members
- Resourcing students and enabling access to information through the teaching of information literacy

E- DAS LRC will support students' learning of languages in English and Arabic .

In practice this means:

- Ensuring a systematic broadening of resources and literary collections in languages other than the languages of instruction.
- Advocating an appreciation for, and understanding of, the wide variety of languages around the world through organizing language specific sections and displays which promote multi-lingual literature.
- Providing reference materials, print and electronic, in Arabic, English,
- Supporting students to use their mother tongue by encouraging the use of books in their own language for research purposes, and to reinforce their learning
- The provision of resources such as picture dictionaries, bilingual dictionaries, literature in various languages, in addition to translations of literature from a variety of languages.
- Facilitating links to online translation programs

F- Personnel Resources

In practice this means:

- Bilingual staff are employed to provide language support and translation services within and beyond the classroom when needed, and with parents.
- Bilingual librarians and/or media staff assist community members to gain access to information
- Full time translator employed in order to provide translation services.

G- Material Resources

In practice this means that the classroom and library collections includes:

- Print materials including course texts, literary texts, DRA, leveled readers, dictionaries, thesaurus', encyclopedias, reference books, fiction and non-fiction

texts

- Resources supporting the PYP units of inquiry,
- Resources supporting the Saudi Ministry of Education Primary, Intermediate and Secondary School Programs
- Parallel mother tongue-texts, where available
- Professional Bilingual Library
- Parent education resources
- Standardized testing materials online subscriptions

E- Facilities

In practice this means:

- Classrooms designed for dynamic language learning, and equipped with necessary resources.
- The Library and Media Center is designed to meet the different study and research needs of DAS students with both individual and group learning areas.
- The LRC is designed to promote active learning and free reading through an inviting atmosphere.
- Technology resources including computer laboratories, different brands of interactive whiteboards Smart Boards, KITAB Board, Promethium Boards and digital projectors in all classrooms and performance spaces

F- Access to Language and Learning Resources

The school enables students, staff and parents to access materials in English and Arabic.

Review Cycle

The DAS Language Policy will be implemented at the beginning of the 2017-2018 school year. An initial review will occur during that year, with subsequent reviews occurring after two years.

Access to Language and Learning Resource

The school enables students, staff, and parents to access materials in English and Arabic.

Glossary

The terms used in this document, and in the accompanying practices, are defined as:

Additive bilingualism: where another language and culture does not replace but builds upon the student's mother tongue

Authentic context: applying language to a realistic situation connected to a student's experience

Arabic Language Support (ALS): Offered by the SSU for students who need support with their Arabic language in accordance with the SSU policy

Basic Interpersonal Communication Skills(BICS): the dimension of language, including contextual cues, gestures and facial expressions, which will enable a child to interact socially with teachers and peers

Bilingualism: the ability to write or speak competently in two languages, with an understanding of cognitive development and a respect of cultural values

Cognitive Academic Language Proficiency (CALP): the ability to access language in academic texts

Constructivism: constructing our own understanding of the world we live in by reflecting on our experiences

Differentiation: is the adjustment of the teaching process according to the learning needs of the students

Dual language program: the system in which some subjects are taught in one language whilst other subjects are taught in a different language

Internationalism: an understanding of, and respect for, other cultures and beliefs

Literacy: the ability to read, write, listen, speak, view and present in a chosen language

Literature: books of different genres, plays, poems, articles that have value

Mother tongue: the language that a person feels most comfortable using and is most competent in, the dominant language

Optimal development: the cognitive, emotional, and educational development of children

Scaffolding: the assistance given that allows the student to successfully perform a task that he or she could not have accomplished otherwise (e.g. use of the mother tongue to complete a research task, graphic organizers, demonstrations, visual aids, dramatization)

Subtractive bilingualism: where another language and culture demotes or replaces the student's mother tongue.

Zone of proximal development: the gap between what a learner has already mastered (the actual level of development) and what he or she can achieve when provided with educational support (potential development)

References used in the development of this policy:

- The language policy at I-Shou International School (ISIS)
- Guidance for the support of mother tongue in the Diploma Programme, International Baccalaureate, October 2009
- *Guidelines for developing a school language policy, International Baccalaureate, April 2008*
- Middle Years Programme: From Principles into Practice, International Baccalaureate, August 2008
- Making the PYP Happen, International Baccalaureate, December 2009
- Saudi Ministry of Education Guidelines
- Dhahran Ahliyya Schools Language Guideline