



DHAHRAN AHLIYYA SCHOOLS

LANGUAGE POLICY

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Language Policy Committee Members:

- Vice Presidents of Academic Affairs/IB Coordinators
- Principals
- Academic Coaches
- Teachers
- Students
- Parents

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1. INTRODUCTION

1.1 DAS MISSION

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

1.2 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.

1.3 THE INTERNATIONAL BACCALAUREATE'S MISSION STATEMENT

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

1.4 THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners, we strive to be:

-  **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 integrity, 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 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, (spiritual), 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.

1.5 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 developing world. Moreover, it should provide them with a sense of belonging in their own country as well as an openness to their roles as citizens of the world, who are 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 in the 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. 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 the kinds and amounts of instruction and learning support.

2. DAS PHILOSOPHY IN LANGUAGE

At DAS, language is fundamental to learning, thinking, and communicating, and thus permeates the whole curriculum. It is necessary not only to learn language, but also to learn about language, and through language. Learning best takes place in authentic contexts, including a study of literature, science, math, and all the subjects outlined by the IB programme. Language plays a special role in enabling this to happen. DAS uses a data gathering process which encompasses a range of structured activities, including informal discussions, systematic observations and conducting interviews with students to facilitate a comprehensive approach to data acquisition. The strands of oral, written, and visual communication are learned throughout the curriculum, and hence all teachers are also teachers of language.

At DAS, bilingual learning consists of constructing cognitive understanding in two languages as well as using a student's mother tongue to support understanding in an additional language. We believe emphasis on vocabulary development in all subjects, including learning, working, thinking, and communication, as well as implementing a balanced literacy programme in both languages is crucial to student success. DAS is dedicated to supporting and promoting Arabic and English by ensuring that all communication to and from the learning community is provided in both languages.

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

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

Students will gradually develop their competency in both Arabic and English over all their years of study at DAS to meet the level required for university studies.

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.

🌀 PURPOSE

The Language Policy at DAS has been designed to be consistent with the principles and practices of the Saudi Ministry of Education and the IB. DAS is a bilingual school (Arabic and English). Most of the students at this school are Arabs and their mother tongue language is Arabic, while a growing number of students use English fluently.

3. GUIDING PRINCIPLES

a. Language learning at DAS will reflect the policies of the Ministry of Education and the IB.

All school departments within DAS promote and follow the guidelines and the principles outlined within the school language policy keeping in mind and following the requirements of the Ministry of Education and the IB. 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 IB.

b. The mother tongue language is the backbone of learning at DAS.

DAS gives very special importance to the mother tongue language (Arabic). This is an instilled belief in the DAS philosophy in education since its founding in 1976. This can be clearly shown through the amount of time devoted to teaching Arabic or through Arabic. In DAS, besides the learning of Arabic Language Arts, students learn math, sciences, and social studies in both Arabic and English in a very special learning model.

c. All teachers at DAS are language teachers.

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 strategies for language learning.

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 proofread other students' work.
- Accept more than one style of English (American and British) in student work.
- Create a risk-free environment to foster a variety of means of communication.
- Encourage 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, listening, and reading.
- Develop the four skills in both languages (listening, speaking, writing and reading).
- Promote problem solving (learning and thinking strategies), higher order thinking skills, life-skills, habits of mind, leadership skills, and higher order collaborative and social skills.
- Integrate communication and information skills.
- Incorporate both the American Psychological Association (APA) and Modern Language Association (MLA) styles into their instruction to cultivate students' proficiency in scholarly writing and citation conventions.

- Embrace both British and American spellings in the students' academic work to support an inclusive linguistic approach.

d. Language is an agent for embracing culture.

Besides the teaching of social studies in both Arabic and English, DAS conducts several activities that give special value to deepening our understanding of our own culture, while understanding and accepting other cultures.

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

The school will provide language learning opportunities for teachers, such as access to language software or language classes, where appropriate. Moreover, teachers are encouraged to learn key vocabulary in both Arabic and English that will assist communication in the classroom and within the school community.

f. A language development programme will be devised using the constructivist theory. Teachers will assist students to scaffold their learning and will work within the students' Zone of Proximal Development (ZPD).

DAS firmly believes in constructivist theory and encourages teachers to use scaffolding to help guide students from 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 towards achieving language proficiency. DAS keeps up-to-date records of the students' language development through a variety of assessments that are kept on files.

In practice this means:

- Teaching and learning are built 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.
- Students are allowed to access books at their own level and track their own reading progress through various tools.

4. 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 in his/her English class in PYP, MYP, DP-CP whereas all students are required to take Arabic at the same level in a heterogenous setting.

4.1 CREATION OF A STEERING COMMITTEE:

Members of staff (language teacher), librarian, language academic coaches, IB DP Coordinator, and a few parents are on the steering committee.

4.2 RESPONSIBILITIES OF THE STEERING COMMITTEE:

1. Overseeing the development of the Language Policy and review the policy every five years.
2. Collecting data on student's profile on language development.
3. Evaluating the effectiveness of the Language Policy as a working document.
4. Informing the wider school community about the school's policies and practices regarding language learning and language for learning.

a. All students will study Arabic.

In practice this means:

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

b. All students will study English language.

In practice this means:

- Teachers work collaboratively to support the language learning of the students. Effective collaboration between language teachers is essential to explore effective literacy instruction and implement practices that bridge the gaps between English and Arabic teaching and learning, hence improving the learning of both languages.
- Additive bilingualism will be encouraged and supported in the school. Cross- language cognitive processing helps students in making linguistic connections throughout the years of their learning in a bilingual programme and facilitates language transfer. Therefore, learning of English starts in KG1 at an adequate rate that increases with each grade level.

c. English and Arabic are the two mediums of instruction at DAS.

As a result, students use and develop their listening, speaking, reading, and writing skills in both languages.

In practice this means:

- There will be opportunities for students to use both languages for making personal connections.
- Teachers will plan effective, relevant, and significant engagement activities to improve proficiency in both languages. Through planning, teachers make sure that cognitive and literacy skills established in Arabic will transfer to English.
- 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, 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 Language Policy 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.
- 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.
- Arabic-English glossaries related to concepts being taught will be created.
- Peer correction, translation, and interpretation will be encouraged.
- Bilingual signage will be displayed throughout the school.
- In the DP Programme, English is the medium of instruction for all subjects, except for Arabic A: Language and Literature. Additionally in subjects from the group Language Acquisition, if other than English, will be taught in the language of the course.

d. School documents will be bilingual – Arabic and English.

Documents requiring action will be available in the languages of the 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 programme.

e. A student's language ability in both Arabic 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 from the school's academic programme. Once a student is shortlisted for admission, priority is given to children of alumni, siblings, children of staff, and children of Aramco employees.

Where English language ability may impact a student's ability to participate in the curriculum, DAS uses formal, standardized tests to inform admission decisions, beginning with English language proficiency assessments in Grade 4. Test results will be the only factor in determining student's acceptance to the school and/or to a specific programme.

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

Math ability (given choice of either Arabic or English test) is also taken into consideration when accepting students into DAS.

In practice this means:

- Admission to a programme will depend upon the results of the admission test.
- Arabic Competency Admission Test is used to determine a students' Arabic language ability.
- Students seeking admission will be interviewed in the language of instruction of the target programme.
- In aiming to maintain a learning environment in which the majority of our student body is able to comprehend the cognitive academic language spoken in the classroom, the school places constraints of admission and/or placement in programmes.

f. The 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 among 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.

g. Language development will occur in authentic settings that include 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 exploring the power and beauty of a language. Consequently, all language classes will involve a study of literature.

4.3 IN THE IB PRIMARY YEARS PROGRAMME (PYP):

- Teachers speaking different languages work collaboratively to deliver the curriculum and promote authentic, inquiry-based learning.
- All teachers work collaboratively to support the language learning of the students. This means that during PLCs they discuss and share goals which will help support the language, use communal resources to increase student achievement, and advance their own skills, knowledge, and beliefs related to language learning of students.
- Science and math are taught in both Arabic and English alternating year to year starting from grade 3. By doing this, students continue to apply the inquiry-based learning skills through different subjects and build upon concepts. Teachers make sure that important vocabulary words are translated and displayed around the classroom.
- Students are offered support by the Student Support Unit (SSU) based on their needs.

4.4 IN THE IB MIDDLE YEARS PROGRAMME (MYP):

- All students study English and Arabic.
- Teachers develop action plans, based on results of standardized tests (MAP or ABT) in order to support students who are not proficient in the language of instruction.
- Students are offered limited support by the SSU based on their needs.

4.5 MYP5 E-ASSESSMENTS

In the MYP, students may opt to take the respective Language and Literature MYP e-assessments, if available.

4.6 IN THE IB DIPLOMA PROGRAMME (DP/CP):

DAS will offer the following language courses in the DP:

- English A- Language and Literature
- English B- Language Acquisition
- Arabic A- Language and Literature
- Arabic B- Language Acquisition
- Language Ab initio (offered based on student needs or requests)

⦿ Language A: Literature Self-taught Course

DAS will offer Language A: Literature self-taught course or special request courses. Self-taught and specific taught courses will be offered to ensure maintaining mother tongue development and having opportunities for learning ab initio and B languages. Arrangements will be made to help the students in choosing suitable literary works. Moreover, the school will sign off written assignments and oversee the oral internal assessment. The DP Coordinator will ensure that all the requirements of the self-taught course are met. Language teachers and languages academic coaches will support the students.

⦿ Requirements:

1. Every student is required to take at least one Language A – either in Arabic or English.
2. The second language taken can be from Language B- either Arabic or English.
3. A student can take both languages (Arabic and English) in Language A.
4. For a bilingual diploma, a student has to take both languages in Language A with a grade of 3 or higher.

⦿ Determining the Language Level for DP

In order to determine a student's language choice for DP, the following considerations will be taken into account:

- The language level must offer an appropriate level of challenge.
- The language ability should be in line with the student's overall academic achievement.
- The student's future study plans
- Teacher recommendations
- MAP and PSAT scores
- School's internal results

⦿ The Extended Essay

Students may choose to do their Extended Essays in one of the two IB Languages: English or Arabic.

⦿ Theory of Knowledge and Language Development

Learning a language in the Diploma Programme is not only about learning the language but also about how concepts and cultural aspects are expressed through other languages. Theory of Knowledge provides a platform to develop this in depth.

🌀 Language and Assessment

All taught languages as part of the IB programmes are assessed according to the MYP, CP or DP language criteria. For additional information, please refer to our assessment policy and the relevant subject guides.

🌀 The Career-related Programme

For the Career-related Programme, students will need to follow a Standard Level English course making the appropriate choice from English Language A or English B. As part of the programme, students also engage in Language Development – this enables students to explore a language acquisition of their choice.

🌀 Language Acquisition Development Portfolio

Students with diverse backgrounds have diverse interests and needs; students will receive the support and guidance necessary to pursue an appropriate language development course.

Possibilities will include but may not be exclusive to online courses, other external providers, and self-study courses (monitored). The Language development supervisor, in consultation with the student and mentor, will determine an appropriate course of development.

As in the other programme, students should choose a language option that offers the appropriate level of challenge. Final decisions will be approved by the CP Coordinator in consultation with the Language Development Coordinator with the support of the pedagogical team.

4.7 IN THE MASARAAT:

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

5. 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 and continuous cognitive development. This helps to increase intercultural awareness,

and support students in remaining connected to the mother tongue language, literature, culture, community, and educational system of their home country.

- a.** Mother tongue language could 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.
- The provision of mother tongue resources when available for that language.

- b.** Language resources will be provided for the mother tongue language of all students enrolled at the school.

In practice this means:

- The use of library facilities to grant students access to material in their native language.
- 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.

6. 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.

6.1 COMPILING A SCHOOL LANGUAGE PROFILE:

The steering committee has developed the school language profile and each student profile from the data gathered through MAP tests (English reading), ABT (Arabic Benchmark Test), interviews, surveys and questionnaires.

The language profile also includes the development of a language scope and sequence in the PYP and the subject overview in the MYP. The steering committee ensures that there is a smooth transition and alignment between the PYP, MYP, and IB DP and CP.

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

In practice this means:

- DAS provides a curriculum model which outlines a scope and sequence and promotes a language continuum 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 a 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 well-planned learning activities are delivered effectively 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 to work with others who have different language abilities.
- A variety of materials and resources will be chosen for classroom use to allow access to the curriculum for all students.
- All language skills (reading, writing, speaking, listening) are given equal importance in daily teaching and learning.

- c. 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.

- Sharing data and discussing student progress between the SSU teachers and the classroom teachers.

d. Language learning will be structured to assure student success. This requires differentiated learning experiences.

In practice this means:

- Designing differentiated activities in order to provide for the range of language abilities in classes.
- Providing tiered activities in order to allow students to access the curriculum at different levels.
- Assisting students in setting 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.
- Differentiating 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.

SSU provides limited support to students, especially in languages and math, based on needs. In addition, SSU supports the teachers whose students are not proficient in the language of instruction by providing specialized techniques and resources. Please refer to the Inclusion Policy at DAS.

7. LANGUAGE FOR SUCCESSFUL COMMUNICATION

Students will be given the opportunity to develop their language skills as critical thinkers, make connections, and respond to tensions and issues they encounter. Teachers will evaluate the skills students have and the skills 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:

- Students will reflect on their learning through critical self-reflections and self-evaluations.
- Teachers will provide language development activities such as debating, active listening, and thoughtful writing to promote critical thinking skills.
- Teachers will provide opportunities for students to work collaboratively to 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.
- The school provides opportunities for public speaking events and speech contests.

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.
- The use of online reading programmes to encourage students to develop reading skills at their own pace.
- Opportunities for parents to purchase texts through the school, particularly texts in Arabic.
- Students are given opportunities to visit the library during class time.
- Online newspapers and magazines will be available to develop the students' awareness of current events.
- Reading contests and celebrations are held regularly.

8. LANGUAGE DEVELOPMENT IN THE CAREER-RELATED PROGRAMME:

Besides encouraging awareness and appreciation of multiple perspectives of multiple cultures, language development in the career-related programme provides the opportunity for students to understand, use and sets the ground to further develop an additional language, in context, of their own choice. This involves

reading comprehension, writing, oral communication and visual interpretation. Languages, like computer programming languages, are not eligible for language development as their primary purpose is to communicate information to machines rather than human beings.

Language development in the career-related programme involves strong links to the personal and professional skills course as the development of an additional language involves multiple competencies that relevant to each of the five themes of personal and professional skills course.

9. PROFESSIONAL DEVELOPMENT

- a.** Professional development is provided for all teachers to increase their skills in language teaching and learning.
- b.** DAS funds consultants in order to provide professional development for all staff in various pedagogical methods, specifically teaching language.
- 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-learning teaching strategies will be an integral part of the curriculum review cycle.
- Monitoring and providing feedback on the effective use of language for learning in the classroom will be part of the teacher appraisal process.

10. DAS LIBRARY AND RESOURCE CENTER SUPPORT LANGUAGE LEARNING

- a.** DAS Library and Resource Center aim 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, the

large majority of 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 aid members of the school community to access information in both English and Arabic.
- Creating bilingual signs, labels, and displays for the Library and Media Center to promote literacy and to assist community members.
- Providing students with resources and enabling them to access information through the teaching of information literacy.

b. DAS library and resource center 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 multilingual literature.
- Providing reference materials, print and electronic, in Arabic and 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 sites.

c. Personnel Resources

In practice this means:

- Bilingual staff are employed to provide language support and translation services within and beyond the classroom when needed.
- Bilingual librarians and/or media staff assist community members to gain access to information.

- A full-time translator is employed in order to provide translation services.

d. Material Resources

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

- Print materials including course texts, literary texts, dictionaries, thesauruses, 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 programmes.
- Parallel mother tongue texts, when available.
- Multimedia resources.
- Professional bilingual library.
- Levelled books.
- Parent education resources.
- Standardized testing materials online subscription.
- Subscription to online resources that support language development, such as / I read in Arabic, Razkids for English, Vocabulary.com, No Red Ink.

e. Facilities

In practice this means:

- Classrooms are designed and equipped with necessary resources for dynamic language learning.
- The library and resource center are designed to meet the different learning and research needs of DAS students, individually and in groups, to support active learning and casual reading through an inviting atmosphere.
- Technology resources including Wi-Fi are available to enable research and access to online tools. iPads, computer laboratories, Smart Boards, and digital projectors are placed in all classrooms and performance spaces.

11. ACCESS TO LANGUAGE AND LEARNING RESOURCE

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

12. POLICY REVIEW

This policy will be reviewed annually by the leadership team for any necessary changes. All amendments will be shared with students, student counselors, teachers, librarians, and parents through team meetings, general conferences, and publications on the DAS website. A complete revision of the policy with all stakeholders will take place every five years.

13. INTEGRATION OF IB POLICIES

Language requirements are enforced following the guidelines set forth in the DAS IB language Policy right from the time of student admission. Students with identified learning needs will receive support and accommodations based on their individual needs and guided by the DAS IB Inclusion Policy and Academic Integrity Policies. Also, the Admission Policy is considered well while admitting students into the school.

14. REFERENCES

References used in the development of this policy are:

- 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
- IBO Second Language and Mother-tongue Development, January 2004
- Middle Years Programme: From Principles into Practice, International Baccalaureate, August 2008
- Making the PYP Happen, International Baccalaureate, December 2009
- AICS Whole school Language Policy 2021
- Saudi Ministry of Education Guidelines
- Dhahran Ahliyya Schools Language Guideline
- Diploma Programme: From principles into practice, August 2015
- DP language courses: overview and placement guide, published 2020 and updated 2021

- Guidelines for school self-reflection on its language policy, 2012

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