



Language Policy

Updated: August 2023



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PURPOSE

The purpose of this policy is to provide an overview of principles and guidelines for language learning at Beacon Private School (BPS), all of which encompasses the entire school curriculum through authentic contexts in a culturally rich and diverse environment.

This policy outlines our statement of philosophy on language learning and teaching, our approach to teaching languages as well as the languages on offer at BPS. The policy is consistent with the vision and mission of BPS, and the principles and practices of the International Baccalaureate (IB) as well as the requirements of the Ministry of Education (MOE).

This policy also outlines our school's linguistic and academic aims and goals and defines the program and learning support designed to help our learners to achieve these goals.

SCOPE

The language policy applies to all learners, teachers, and members of the Learning Leadership Team in BPS as well as a guideline for potential learners. The policy applies to all subjects and grade levels and is aligned with the vision and mission BPS, principles and practices of the IB and requirements of the MOE.

Beacon Private School recognizes that language is the ultimate medium of interaction between the individual and the world. It is through language that one expresses one's uniqueness, one's culture, embraces the experiences of others, and celebrates the richness of the world's diversity. Language is fundamental to education as it is a medium of learning throughout the curriculum. Learners are learning through and about languages in all disciplines at all times.

REVIEW PROCESS

The Language Policy is reviewed annually by the Learning Leadership Team which consists of the Head of School, Principal, IBDP Coordinator, Curriculum Coordinators, Subject Leads, Learning Support Coordinator and Education Technology Integrator to ensure that it remains effective, relevant, appropriate for the grade level and subject, and aligned with the school's vision and mission and with evolving educational practices and the specific needs of the school community.

The school uses regularly this policy to align curriculum and practices in terms of languages with the teaching team and make sure this document is alive and updated according to the reality of our community.

AVAILABILITY

The most up-to-date version of this policy is accessible to the BPS community on the school website. Additionally, teachers can find this policy in the Team Teachers' Group.



COMPLIANCE AND RESPONSIBILITY

All learners, parents, and teachers are expected to comply with the Teaching and Learning Policy as outlined below.

As stated in our Teaching and Learning policy, teachers are responsible for implementing the teaching and learning strategies and practices outlined in that policy. They should align their instructional methods with the curriculum guidelines, utilize effective assessment strategies, and create a positive and inclusive learning environment. Differentiation and learning support in languages for learners with different levels of English and Arabic (ELL and ALL) is provided to accommodate and facilitate the access to the curriculum.

The choice of subjects regarding language options within the IBDP Language A and B group, will be always aligned with the IB requirements in the IB Languages guides and *DP From Principles into Practice*, as well as with our policy of Academic Integrity. The subject selection will be revised and approved by the IBDP Coordinator and the Subject Leader.

GENERAL STATEMENT

The instructional program at BPS seeks to develop our learners' approach to inquiry, critical thinking, communication and collaboration skills as well as their character, identity and an open and international mindedness. The understanding and celebration of plurilingual societies is key in BPS and the languages opportunities for our learners. Developing the capacity to speak more than one language is an integral part of this preparation, and as a result, the provision of immersion into two languages plus a third one of acquisition is a requirement for every learner who is admitted into the school.

The school endorses a holistic approach to teaching languages, aiming at creating an authentic learning environment where teachers act as facilitators to guide learners to reach their potential as active learners. To foster languages at BPS, all members of the school community are required to be language teachers and to use each language consistently in any written or oral production.

At BPS, we aim to support learners in expressing themselves confidently and creatively in more than one language and in many ways. Therefore, learners are provided with various opportunities to collaborate effectively and to listen carefully to the perspectives of other individuals and groups.

LANGUAGE LEARNER PROFILE

The BPS learner population is made up of 30+ different nationalities. Approximately 80% have Arabic as their first language. All administrative and teaching staff speak English, and the majority are fluent in at least one other language. English is the language of instruction for all subjects except for Arabic, Islamic Studies, and Civics. Arabic home language learners are expected to have a proficiency level in both English and Arabic to allow them to access the curriculum in their respective grade level.

LANGUAGES ACROSS BPS CURRICULUM

In Nursery and KG1, as a bilingual school, we ensure that learners have equal exposure to both Arabic and English lessons throughout the school day, with the time divided equally between the two languages.

In Elementary and Secondary schools, although the language of instruction is English for Math, Sciences, Social Studies, and specialist subjects, we are still a bilingual school, and we provide almost equal time allocation to both English and Arabic as languages, with a focus on reading, writing, listening, and speaking in both areas.

For non-native Arabic speakers, we offer an additional choice of Spanish or French, and we also provide an Arabic B course for all non-Arabic speakers. In Secondary school, learners rotate through their courses, allowing all students to access courses at their peak learning time.

MINISTRY OF EDUCATION REQUIREMENTS

BPS meets and exceeds the Bahraini Ministry of Education mandates in regard to Arabic language learning. Learners are offered adequate instructional time in Arabic and teachers utilize a rigorous curriculum framework and resources approved by the Bahraini Ministry of Education.

LEARNERS PREPARATION FOR THE IB/DP LANGUAGES COURSES

BPS's language curriculum and learning experiences before grades 11 and 12 are designed to prepare learners to succeed in their IB/DP language courses.

Language A learners are prepared through:

- being introduced to a range of texts from different periods, styles and genres;
- developing in them the ability to engage in close, detailed analysis of individual texts and make relevant connections;
- developing their powers of expression, both in oral and written communication;
- encouraging them to recognize the importance of the contexts in which texts are written and received;
- encouraging them, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning;
- encouraging them to appreciate the formal, stylistic and aesthetic qualities of texts;
- promoting in them an enjoyment of, and lifelong interest in, language and literature;
- developing in them an understanding of how language, culture and context determine the ways in which meaning is constructed in texts;
- encouraging them to think critically about the different interactions between text, audience and purpose.



Language B learners are prepared through:

- developing international mindedness through the study of languages, cultures, ideas and issues of global significance;
- enabling them to communicate in the language they have studied in a range of contexts and for a variety of purposes;
- encouraging, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures;
- developing their understanding of the relationship between the languages and cultures with which they are familiar;
- developing their awareness of the importance of language in relation to other areas of knowledge;
- providing them, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills;
- providing them with a basis for further study, work and leisure through the use of an additional language;
- fostering curiosity, creativity and a lifelong enjoyment of language learning.

PROFESSIONAL DEVELOPMENT

Language teachers at BPS regularly engage in various professional development experiences to enhance their teaching practices.

The Common Ground Collaborative (CGC) Learning Ecosystem, which the school implements, provides various opportunities to work collaboratively on defining, designing, delivering and demonstrating learning.

All teachers assigned to teach IBDP language courses will complete relevant IBDP training.

ASSESSMENT

As shared in our Assessment policy, the main aim of assessment is to encourage and support learning. The school offers a variety of formative and summative assessment tasks to reflect the learners' progress in the development of language skills. These range from observation, rubrics, journals, self, peer and group assessment, running records, portfolios, presentations, diagnostic assessments and performance-based assessment tasks.

We use external exams (Cambridge templates for English or MAP and ABT for Arabic) to diagnose students' level in languages in September, and we use these results to determine if students will need language support (ELL or ALL) or not.



RESOURCES AND INSTRUCTIONAL MATERIAL

The aim of our resources is to help learners become lifelong learners, to develop their literacy and cognitive skills, and to support teachers in their planning. The Learning Media Center (LMC) is always expanding its resources in languages. The library is well resourced with both Arabic and English titles across the sections. A collection of texts in French and Spanish will be available in the LMC for all school sections, as well as in the respective language rooms. The librarians, coordinators and staff collaboratively make decisions on what resources to purchase, based on learner needs and instructional requirements.

Our learner-centered instructional resources are used to foster learner learning through inquiry, research, investigations, problem solving, higher order thinking and collaboration. In addition, teacher-centered instructional as well as digital resources are used throughout the school to meet the needs of our learners and match our curricula expectations. These resources/ materials include textbooks, level readers, comprehensive science kits, manipulatives, educational portals, Apps, models, maps, atlases and more.

It is important to note that the school's administration was involved in a rigorous review cycle of all instructional materials before the final selections were made in an effort to ensure contingency with curriculum standards. Applying the curriculum standards to this selection process guarantees our intention to offer our learners successful learning opportunities for the essential concepts, competencies and character traits.

REFERENCES

International Baccalaureate (2020). *Guide to programme evaluation*. Cardiff.

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