



**البطين BATEEN**

**أكاديمية عالمية WORLD ACADEMY**

## **LANGUAGE POLICY**

LANGUAGE IN THE IB DIPLOMA PROGRAMME, THE IB CAREER-RELATED PROGRAMME AND BTEC LEVEL 3

***"Locally Educated, Globally Minded World School"***

## **Vision for Learning at Bateen World Academy**

Bateen World Academy is dedicated to nurturing a dynamic learning community that fosters innovative learning skills in preparation for an increasingly globalized world.

***"Locally Educated, Globally Minded World School"***

## **The IB Mission Statement**

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. 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.

## **The 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 analyse 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 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.

## **Introduction**

This Language Policy outlines Bateen World Academy's commitment to promoting language learning and proficiency within the International Baccalaureate Diploma Programme (IB DP) and the International Baccalaureate Career-related Programme (IB CP). Our aim is to foster a multilingual and culturally diverse learning environment, aligning with the principles and objectives of the International Baccalaureate Organization (IBO).

This Language Policy reflects Bateen World Academy's dedication to language education as a means of promoting academic excellence, intercultural understanding, and global citizenship within the IB DP and IB CP. Through this commitment, we strive to prepare students for success not only on their IB DP or CP programme of study, but also beyond school in an increasingly interconnected and multicultural world.

## **Language Philosophy**

At Bateen World Academy, we recognize that language plays a pivotal role in shaping students' educational experiences and their understanding of the world. We are guided by the following principles:

- **Multilingualism:** We value and promote the development of proficiency in multiple languages as a means of enhancing intercultural understanding and global citizenship.
- **Cultural Awareness:** We acknowledge that language is intrinsically linked to culture. Therefore, we encourage students to explore and appreciate various cultures through language learning.

- **Inclusive Education:** We are committed to providing equitable language learning opportunities for all students, regardless of their linguistic backgrounds or abilities.

### **Language of Instruction**

- **English as the Language of Instruction:** English is the primary language of instruction at Bateen World Academy. All subjects are taught in English to ensure that students develop strong language skills necessary for academic success in the IB DP and IB CP.
- **Additional Language Learning:** In line with IBO guidelines, students at Bateen World Academy are required to study at least two languages on the IB programme the student is enrolled in.

### **Mother Tongue Support**

- **Preserving and Developing Mother Tongues:** We recognize the importance of preserving and developing students' mother tongues. Whenever possible, we offer support and resources for students to maintain and enhance proficiency in their native languages. BWA is committed to supporting mother tongue development through:
  - Providing foreign language books (fiction and non-fiction) in the library
  - Providing dictionaries as appropriate
  - Foreign language ECAs e.g. Japanese and Chinese
  - CAS/SL to promote mother tongue languages
  - Facilitate students in taking IGCSEs languages in mother tongue
  - Nationality of each student is shared via Engage to support teacher planning
  - Language week
  - Whole school events promoting language e.g. International Day
- **Language A Literature and Language A Language and Literature:** In the IB DP, students may choose to study their mother tongue as either Language A Literature or Language A Language and Literature Self-Study. This choice allows students to engage with their native language at a high academic level.

## Host Country Language Support

- **UAE Ministry of Education Curriculum:** In Senior School, Arabic is taught in Year 12 and 13 to all DP and CP students that are Arab passport holders as per MOE requirements. Non-Arab passport holders are encouraged to develop their acquisition and development of Arabic through being provided with the option of following the MOE non-native Arabic Curriculum.
- **Further Support for the Host Country Language:** Students will be encouraged to explore the Arabic language and UAE culture within lessons as teachers make meaningful connections to the UAE National Identity Framework during learning experiences. Within the IB DP and CP classroom, signage and displays are in Arabic as well as English, in addition to the pillars of National Identity being clearly displayed. All school events (National Day, Graduation etc.) have sections of the presentation delivered in Arabic and the recitation of verses from the holy Quran are often recited at the start of such events. The UAE National Anthem is played every morning and at important school events both the Anthem and UAE Oath Allegiance are played.
- **Communication with Parents:** All important school communication is translated into Arabic and a translator is available for parental meetings when required.

## Additional Language Learning Opportunities

- **Language Ab Initio/B Courses:** In Group two, DP students have the option to study French or Spanish Ab Initio. Arabic SL/HL B is also offered to students that meet the prerequisite level of prior knowledge.
- **Language Acquisition:** The IB CP also offers opportunities for language acquisition through the Language Development curriculum. Language courses in the CP help students develop practical language skills applicable to their chosen career.
- **Language Enrichment Programs:** To support multilingualism and cultural diversity, Bateen World Academy may offer language/cultural enrichment programs, extracurricular activities, and a wide range of international residential trips.

## Inclusion and Support

- **Support for Language Learners:** Bateen World Academy is committed to providing support for students with diverse linguistic backgrounds and language learning needs.

We offer additional support, differentiated instruction, and language enrichment programs to ensure equality of access to the curriculum and extra-curricular activities.

- **English as an Additional Language (EAL) Support:** IB DP and CP students for whom English is an additional language and require specialized support will be listed on the POD/EAL register with supportive strategies identified.
- **CAT4 Testing:** All IB DP and CP students will be required to sit CAT4 assessments at the start of Year 12, CAT scores (e.g., Verbal Reasoning score) will be used to inform teaching, interventions, and curriculum planning.
- **Teacher Training:** Bateen World Academy invests in ongoing professional development for teachers to develop their expertise in language teaching and learning. This includes training sessions provided by the Head of Inclusion and Head of EAL to provide support and teaching strategies.
- **EAL Referral:** If there is a multilingual learner who needs support to access the IB DP and CP curriculum (due to English language proficiency), teachers are required to complete an EAL referral form, and this referral then be investigated by Ms. Han (Head of EAL).

### **Stakeholder Engagement**

All teachers have a responsibility to underpin good practice for supporting language development and address the language needs of their students. Bateen World Academy actively involves students, parents, teachers, and the wider school community in the review and refinement of this Language Policy to ensure it reflects the values and goals of our learning community.

### **Evaluation of Language Policy**

This Language Policy will be reviewed annually and is supported by:

- A firm commitment to continuous improvement in the quality of teaching and learning of students
- The use of continuing professional development (coaching, mentoring, INSET, peer observation)
- The formal and informal monitoring and review processes which are in place (lesson observations, peer observations, work sampling, student voice, analysis of assessment data)

**Reviewed by: S Marsden, IB DP/CP Coordinator**

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