

## Our Guiding Statements

### Our Vision:

Providing world-class education

### Our Mission:

To empower students with a holistic, rigorous and international education for success in an ever-changing world.

### Our Philosophy:

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

### Core Values:

Achievement | Collaboration | Integrity | Innovation | Respect | Responsibility |

### Our Motto:

Towards Excellence

## Introduction

This document represents the school's essential agreements on language learning, teaching and assessing. All members of the academic staff are committed to this policy and responsible for the implementation, reviewing and upgrading of our language policy.

## Language Philosophy Statement

Language is an expression of culture and must be valued as an essential part of a student's identity. It is the foundation of all learning. Recognizing and supporting our students' mother tongues is crucial to developing their full potential. The Learner Profile, together with the five essential elements of the programme (i.e. knowledge, concepts, skills, attitudes and actions) are integral to teaching and learning language. Language study is a key factor in developing international understanding, in reinforcing cultural identity, enhancing personal growth and promoting effective communication. It permeates the entire curriculum. All members of the school community are language teachers and language learners.

The school will:

- Provide opportunities and support for all learners to become proficient in English
- Provide opportunities for all learners to learn Arabic, the language of UAE, the host country
- Provide the opportunity for all learners to learn an additional foreign language
- Provide opportunities for students to maintain and develop their mother tongue
- Provide information to parents, informing them about the language policy and school practices
- Provide opportunities for parents to take an active role in their child's language development
- Provide opportunities for students to demonstrate their learning through meaningful and targeted assessment practices
- Support teachers, through professional development, to meet the ongoing language needs of the students.

## Admissions, Placement and Tracking

- We assess applicants through multidimensional assessment procedures, which include testing for English proficiency, appraisal of past records and current academic levels, student's literacy or language-readiness skills and observation of emotional and social development.
- We place students in appropriate instructional settings based on the data of our assessment procedures (e.g. CAT4 indicator – verbal SAS).
- We conduct ongoing assessment of students' academic and language accomplishments and needs.
- We collect representative samples of students' work to document linguistic and academic growth in language.
- We communicate clearly with parents regarding students' accomplishments and needs as they progress through the grades. For more detail, see our document "Assessment Policy"

## Teaching and Planning Practices

We employ a variety of teaching styles and learning techniques to enable students to access the whole curriculum, to cater for the variety of learning styles within each class and to ensure the progression and reinforcement of skills and concepts.

We expect teachers to:

- Present language through meaningful and authentic contexts
- Use a wide variety of teaching and assessment strategies
- Provide a balanced language programme as laid out in the IBDP Language A and Language B guides
- Structure teaching and learning situations so that students have opportunities for success
- Plan in collaboration with other classroom teachers and specialist teachers to maintain consistency
- Provide challenges to students by giving them opportunities to reach their full potential
- Acknowledge differences in developmental stages, learning styles and previous language experiences
- Encourage parental involvement
- Publish student work
- Use questions as a tool for learning
- Use a wide variety of materials to enable every student to access the planned learning experience and to achieve the planned teaching and learning objectives
- Give students the opportunity to work in a variety of ways – whole class, groups (of differing sizes and composition), as pairs and individually, according to their needs, the nature of the activity and the learning objectives
- Build students' confidence and self-esteem and enable them to become effective language users by:
  - ✓ sharing teaching and learning objectives and clarifying expected outcomes in a way that students can understand
  - ✓ teaching students to self-monitor
  - ✓ encouraging students to learn from and support one another, and to realize that they do not all have to be at the same level or arrive at the same point at the same time.
  - ✓ giving positive and constructive oral and/or written feed-back
  - ✓ creating an environment where all students can make progress at their own pace

We plan activities where students:

- integrate prior and new knowledge
- acquire and use a range of learning skills
- solve problems individually and in groups
- reflect on their successes and challenges
- evaluate conflicting evidence and think critically
- accept that learning can involve uncertainty and difficulty

## Languages offered at RWA

In the Diploma Programme, the subject aims, objectives, content and assessment criteria are written in order to develop international-mindedness while, at the same time, ensuring that teachers have enough choice to make the course locally relevant and grounded.

Language learning, and learning about different cultures through language, plays a pivotal role in the programme. In group 1, while studying their best language, students are exposed to a wide range of literature in translation that requires cross-cultural comparison. The learning of a language in group 2 emphasizes the development of intercultural communicative competence, which focuses on developing the skills that enable learners to mediate between people from different societies and cultures (Byram 1997).

RWA currently offers a range of suitable language courses to promote multilingualism.

## IB Middle Years Programme

In MYP, the following language courses are presently on offer:

- English A Language and Literature
- Arabic A Language and Literature
- English B Language Acquisition: Emergent, Capable, Proficient
- Arabic B Language Acquisition: Emergent, Capable, Proficient
- French Language Acquisition: Emergent, Capable, Proficient
- Spanish Language Acquisition: Emergent, Capable, Proficient

## IB Diploma Programme and Career-related Programme

In DP and CP, the following language courses are presently on offer:

### Group 1 – Studies in language and literature

- English A: Language and Literature Higher level
- English A: Language and Literature Standard level
- School Supported Self-Taught Language A Standard level
  - Chinese
  - Danish
  - Dutch
  - French
  - German
  - Hungarian
  - Italian
  - Japanese
  - Korean
  - Russian
  - Spanish
  - Swedish
  - Turkish

### Group 2 – Language Acquisition

- Arabic B Higher level
- Arabic B Standard level

- English B Higher level
- English B Standard level
- French B Higher level
- French B Standard level
- French ab initio Standard level
- Spanish B Higher level
- Spanish B Standard level
- Spanish ab initio Standard level
- School Supported Tutor led Language B Higher level
  - Dutch
- School Supported Tutor led Language B Standard level
  - German
  - Hindi
  - Russian

## Studies in Language and Literature

### Rationale

Language is fundamental to learning, thinking and communicating; therefore, it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about. Mastery of one or more languages enables each student to achieve their full linguistic potential. Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporate creative processes and encourages the development of imagination and creativity through self-expression. The language of instruction at RWA is English. In order to provide every child with the best education possible, the school is committed to supporting all English language learners. As per the requirements of the IB, all MYP students study at least two languages of which one is a Language A.

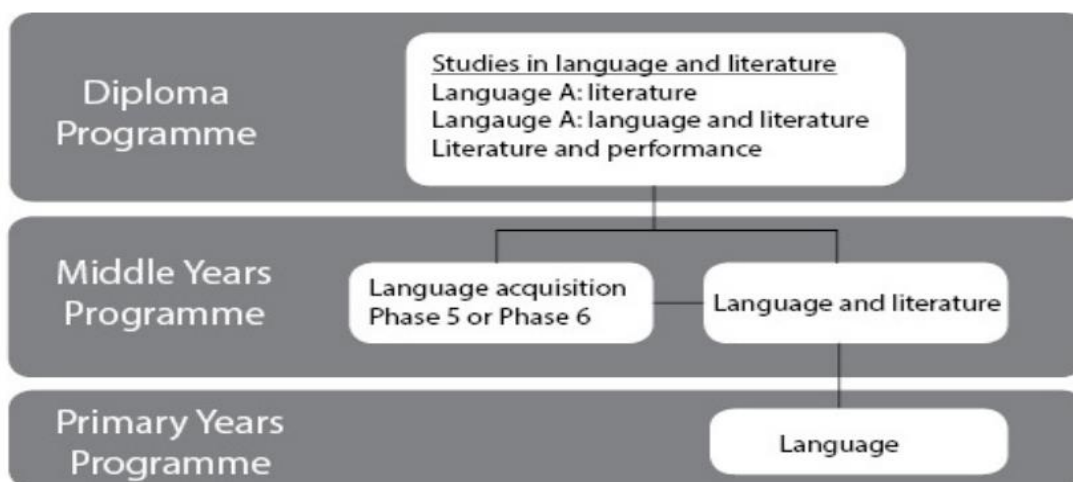
### Progression of Language in the MYP

Language learning is an iterative process and develops through inquiry in increasingly wider contexts and deeper reading. As students' progress through their MYP language and literature studies, they are expected to engage with and explore an increasing range and sophistication of literary and informational texts and works of literature extending across genres, cultures and historical periods. These texts will also provide models for students to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. Throughout the programme, students should engage with the curriculum and demonstrate their understanding at increasing levels of sophistication.

### Transition of Language from MYP to DP/CP

The MYP is designed for students aged 11 to 16 and, as an integral part of the IB continuum, can directly lead into the DP. MYP language and literature provides students with opportunities that prepare them for a DP studies in language and literature course. Students continuing on to the DP will have a grounding in at least one language that will enable them to undertake the DP course options, particularly those in studies in language and literature, but also in the core and other academic areas. They will also have developed an inquiring, reflective approach to the study of language and literature. If students have become proficient in two (or more) languages in the MYP, they may be eligible for a bilingual diploma in the DP.

The appropriate pathway for a student who has studied an MYP language and literature course is a DP studies in language and literature course, which would guarantee that the level of challenge is suitable to the student's linguistic proficiency and to their previous experience with language and literature. The choice of course among the three studies in language and literature courses would depend on matters of individual preference. The choice of level would be dictated by the students' previous performance in the Language and literature course and on their overall decisions about the distribution of SL and HL subjects across the six academic areas.



Source: IB continuum pathway to Diploma Programme studies in language and literature

## Language Acquisition

### Rationale

The study of additional languages provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:

- are valued as central to developing critical thinking, and are considered essential for the cultivation of intercultural awareness and the development of internationally-minded and responsible members of local, national and global communities\
- are integral to exploring and sustaining personal development and cultural identity, and provide an intellectual framework to support conceptual development
- greatly contribute to the holistic development of students and to the strengthening of lifelong learning skills
- equip students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding.

### Progression of Language in the MYP

As students' progress through the three levels and six phases, in Language Acquisition, they are expected to develop their ability to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. This is demonstrated by:

- the range and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction handled.

### Transition of Language from MYP to DP/CP

The MYP is designed for students aged 11 to 16 and, as an integral part of the IB continuum, can directly lead into the DP. MYP language acquisition provides students with opportunities that prepare them for a DP language acquisition course through the following shared aims.

- Developing communication skills in an additional language
- Developing insights into the features, processes and craft of language, and the concept of culture, encouraging students to see that there are diverse ways of living, behaving and viewing the world
- Developing intercultural understanding and global engagement, leading to international-mindedness
- Providing opportunities for learning through inquiry and the development of critical- and creative thinking skills
- Fostering curiosity and a desire for lifelong learning
- Understanding and respecting other languages and cultures

Start of MYP 1	MYP	DP	CP	
<p>Schools may offer introductory MYP language acquisition courses (languages carousel courses) and consider the student's previous learning in the language during primary school education in order to determine placement.</p> <p>Refer to the written and taught curriculum requirements section in this guide.</p>	<b>Emergent</b>	<b>Phase 1</b>	Ab initio	<p>If the CP student is taking a DP language acquisition course, refer to the placement recommendations shown in the DP column to the left.</p> <p>If the CP student is not taking a DP language acquisition course, refer to the CP language development guide for recommendations.</p>
		<b>Phase 2</b>	Ab initio (in rare cases) Language B SL	
	<b>Capable</b>	<b>Phase 3</b>	Language B SL	
		<b>Phase 4</b>	Language B SL/HL	
	<b>Proficient</b>	<b>Phase 5</b>	Language B SL /HL  Language A: literature SL  Language A: language and literature SL  Literature and performance SL	
		<b>Phase 6</b>	Language A: literature SL/HL  Language A: language and literature SL/HL  Literature and performance SL	

Source: IB continuum pathways for Language Acquisition

### Skill development in Language acquisition: reading, writing, speaking and listening

The language acquisition subject-group objectives represent some of the essential processes of language and have been organized under four communicative processes.

They are four skills assessed in Language Acquisition:

- A. Listening
- B. Reading
- C. Speaking
- D. Writing

In order to promote inquiry-based language learning within the context of the DP, our school recognizes the importance of incorporating the teaching and learning of language through the interdisciplinary programme of inquiry. The mastery of the essential language skills - reading, writing, listening, speaking and viewing - is a vital part of a student's overall development.

### **Listening practices:**

Comprehending spoken language presented in multimodal text encompasses aspects of listening and viewing. The process involves the student in interpreting and constructing meaning from spoken and multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text.

### **Reading practices:**

Comprehending written language presented with multimodal text encompasses aspects of reading and viewing. It involves the student in constructing meaning and interpreting written, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

### **Speaking practices:**

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts). When speaking in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness. This is the use of the language system, including their use of grammar, pronunciation and vocabulary.

### **Writing practices:**

This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose. When writing in the target language, students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways. They develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness.

## UAE Ministry of Education (MoE) Language Requirements for Arab students

**From grades 6 to 9**, students who have non-Arab nationalities study UAE compulsory ministry curriculum in three phases that are divided according to years of studying Arabic.

**For grade 9 students who chose Arabic B as an MYP Language Acquisition subject**, they must study both MYP subject curriculum and the ministry curriculum. In this case, they must have studied Arabic not less than 3 years to manage the requirements of the MYP syllabus. If the student didn't choose Arabic for MYP subject, he/she still needs to study in one of the three phases (ministry curriculum).

**For Grade 10 students**, only students who chose Arabic as an MYP subject in grade 9 will complete the 2-year course in grade 10 where the students will choose to have e-assessment in Arabic so they will not be required to study the ministry curriculum. On the other hand, Arabic b is compulsory for non-Arabs from grade 1 to 9 only.

**For MYP Arabic LA**, in case students chose in grade 8 to study Arabic MYP in grade 9, they will be classified upon a diagnostic assessment into the correct phase that must be in. If the students are classified in either phase 1 or 2, they will be able to study Arabic Ab initio in grade 11 but in case they are classified in phase 3 and above, they will have to study SL/ HL in grade 11.

**In Grade 11- 12**, Arabic ab initio is directed to non-Arabs students in 2-year course in grades 11 and 12.

## Mother Tongue Languages in MYP

Mother tongue opportunities are offered to students on a regular basis in MYP. At RWA, we have a diverse range of mother tongue offerings for native speakers of these languages. These programmes are designed for native speakers of these languages and are not for students who are not proficient in the language. The tuition of mother tongue programmes is an additional cost to the RWA tuition fees; these programmes are organised by parents or external providers. The school assists these mother tongue through the provision of classrooms and access to professional development when available.

## IB Middle Years Programme

In MYP, the following mother tongue courses are presently on offer:

- French
- Russian
- Spanish
- Swedish
- Italian
- German
- Hindi
- Urdu

## School Supported Self-Taught (SSST) Languages in DP

### Rationale

This course is part of the studies in language and literature group and it is not meant to be a replacement for the Language A: literature. SSST Languages offers a unique opportunity to study the literature of a language that may not be offered at school as a taught subject. Language A: literature SSST is similar to the taught course, which is built on the notion of conceptual learning. This means that the course is organized around concepts, or big ideas, which makes it easier to form connections between subjects and between parts of a course. Concepts are important as they are applicable and transferable to real-life situations. In this course, the central concepts are culture, communication, transformation, perspective, creativity, representation and identity. When reading and studying a literary work, students explore how it relates to these concepts.



This will help to:

- see how the literary works are relevant to the student's world and his/her experiences
- make connections between works studied in the course
- make connections with theory of knowledge (TOK), the approaches to learning and international mindedness
- make connections with other subjects' students are studying
- become a flexible and critical reader.

### Process of enrolling for SSST Languages

SSST students take this standard level (SL) course over a period of two years.

To qualify for the Diploma Program all students must choose one Language A subject. It can either be Language A: English Language and Literature HL/SL or SSST Language A: Literature SL.

Students meet with DP Coordinator and Language Coordinator to explore possible languages

After Language availability is checked with IB documents, DP and Language Coordinator meet with parents to discuss process.

Parents find suitable IB recognised Language tutors

Language Coordinator communicates expectations and standards from the IB regarding course details, hours and assessments.

Agreement to enrol students for the standard level (SL) course is signed by parents, students and tutor

Regular monitoring by Language and DP Coordinator

### Monitoring quality of Language learning for SSST Languages

The SSST supervisor will:

- guide tutors and students in developing a booklist
- approve the booklist once completed, ensuring that it meets course requirements
- help students to set a timeline of study
- help students to choose which other language A classes you could attend to further your studies
- discuss the assessment components and the assessment criteria for the course
- meet with students individually about their progress at least once a month
- meet SSST students as a group fortnightly at a fixed time in your school timetable
- administer the individual oral component
- be a resource for students' literary studies
- give access to past papers and exemplars

### Reporting for SSST Languages

All SSST Language Assessments are Time Tabled and conducted in school. The SSST supervisor coordinates with the tutors to collect the Exam papers, assign them to the students and send the answer scripts to the relevant tutors. Once marking is done by the tutor he/she is required to fill out a report for individual students along with assigning an overall DP grade along with grades for each criterion. The report is then sent out to parents at every school Reporting Point.

### Inclusive Language Learning

To ensure that language “acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equal opportunities”, **all teachers are teachers of language**. In the classroom the language of instruction is English, though it is recognized that as an international school other language may be used for varying purposes during instructional activities. In line with the general belief that diversity in language is a positive element in the school, no language will ever be banned from use. We allow students to think or talk through unfamiliar or complex concepts in their first language to assist their understanding. Though the

use of a student's first language is accepted, there will be times when the teacher needs to stipulate that a particular activity be undertaken solely in English in order to achieve the outcomes of the lesson. We advocate the use of inclusive language to enable students to:

- Learn about changing social expectations around inclusion and identity
- Inclusive language, privilege, intersectionality and how language and meaning are connected
- Better identify opportunities for growth and learning
- learn about gender, family, ability and non-colonial inclusive language
- Learn vocabulary, including pronouns, for gender neutral language, gender identity and expression

### **Learning Support Services (*Refer to Inclusion Policy*)**

Students with specific learning needs are referred by classroom teachers to receive services from a special learning support teacher. The Learning Support teacher conducts a formal observation and assessment and then prepares an IILP (International Individual Learning Plan) in conjunction with the classroom teacher. The IILP is discussed with all stakeholders before it is implemented and uses strategies that promote the mastery of essential language skills in an effort to maximize the potential of each student. The Learning Support teacher works with students using both pull-out and in-class support. The Learning Support teacher consults with classroom teachers to support the activities in the homeroom.

### **Support for Gifted Students (*Refer to Inclusion Policy*)**

For students who have been identified with gifted and talented abilities, targeted planning, differentiated instruction and extension challenges are provided through the Learning Support programme, in line with the referral process. Teachers work with the Learning Support department to extend and enrich the curriculum thereby ensuring that the needs of their TAG students are met. Classroom teachers also work with other specialists in order to ensure continuity of the delivery.

### **Library Media Specialist**

The Library Media Specialist works closely with teachers, students, parents and the school administration to ensure the availability of curricular and support materials that are necessary for the development of languages. The Library Media Specialist holds workshops for teachers and students so that they can effectively access the many online resources that are available. The library has print and non-print books, CDs, posters and recorded books in a variety of languages. Resources are available to teachers, students and parents.

All students have timetabled access to the library and I.C.T.

### **Language proficiency requirements for university**

To support universities in determining language proficiency requirements for IB students, without the need to require additional testing, research by the National Recognition Information Centre for the UK ([www.naric.org.uk](http://www.naric.org.uk)) provides a benchmark to compare the level of English language proficiency of non-native English speakers, demonstrated by different IB Diploma Programme courses grades, with the levels on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR).

[www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions](http://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions)

The CEFR is widely used in the development and referencing of language syllabi, qualifications, assessment and other learning materials. Most international universities around the world have English proficiency requirements, such as TOEFL and IELTS, for incoming international students, and this study provides a benchmark for higher education institutions globally, to assess international IB students' English language acquisition without the need for additional testing.

The results show that English language courses develop all four key language skills (reading, writing, speaking and listening) with comprehensive assessment. All courses have at least one grade that can be considered comparable to CEFR B2, the level most commonly required by universities.

CEFR Level	English B		English A: Language and Literature	
	SL	HL	SL	HL
C2				7
C1		7	7	6
B2+	7	6	6	5
B2	6	5	5	4
B1	5	4		
	4	3		
A2	3	2		
A1	2			

Source: Letter to universities for Language requirements.

### The Policy Review Process

Old Policy examined against current context by all school staff in a PD. Brainstorming and group discussions with staff led by programme coordinator in a level 1 review

Policy shared with stakeholders - students. Policy recommendations invited from student council in a level 2 review.

Policy shared with stakeholders - parent focus group. Policy recommendations invited from the PARWA (parent body) in a level 2 review.

Policy modified with recommendations from stakeholders and then discussed in middle leaders meeting in a level 3 review. Modified policy also discussed with senior leaders meeting in a level 4 review.

Final policy drafted with recommendations from all stakeholders and send to Board of Governors for signatures.

## References:

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- [https://resources.ibo.org/myp/subject-group/Language-acquisition/works/myp\\_11162-413061?lang=en&root=1.6.2.4.9](https://resources.ibo.org/myp/subject-group/Language-acquisition/works/myp_11162-413061?lang=en&root=1.6.2.4.9)
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- [Guidelines for Inclusive Language, published by the Linguistic Society of America \(LSA\)](#)

## Policy Review status

The academic integrity and honesty policy was last updated on 30 October 2020. The new review cycle commenced on 30 August 2021. The policy review is currently in stage 2 where students and parents' focus groups are providing their recommendations on the padlet.