



AI Batinah International School **Language Policy and Procedures**

Vision Statement:

AI Batinah International School (ABIS) is focused on becoming a leading international school in the GCC by providing an innovative, inquiry-based education that empowers its students to be successful. ABIS will be recognised for its motivating, supportive and individualised learning environment and for its close and respectful connections with its community and host country.

Mission Statement:

We will challenge and inspire all students to reach their full potential by becoming well-rounded global citizens and successful lifelong learners.

Our Learning Pact:

“Challenge yourself, Involve yourself, Be your best”

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Policy Statement

This policy aims to ensure that ABIS nurtures an appreciation of the richness and diversity of languages of its community. Language is crucial for maintaining cultural identity and emotional stability. The acquisition of more than one language and the maintenance of the mother tongue enrich personal growth and help facilitate international mindedness. As language, by its very nature, is integrated into all areas of the curriculum, every teacher within the school is considered a language teacher.

Purpose

This policy is intended to provide an overview and guiding principles for language learning at ABIS which permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a statement of agreement—one to which the staff and the ABIS community are asked to commit to so our school can achieve its mission. The policy is consistent with the stipulated standard and practices of the IB.

Philosophy

ABIS believes that all teachers are teachers of language. By taking every opportunity to recognize and integrate languages into every possible aspect of the curriculum we are teaching students the importance of culture, diversity and sensitivity towards others, which in turn enhances their personal growth, self-esteem and cognitive development. Mother tongue language development is essential in establishing a firm foundation for thinking processes, in maintaining cultural identity, and in developing communicative and literacy competence in all of a student's languages. ABIS recognizes that language development in more than one language enriches personal growth and is essential to the development of international understanding.

Language Profile:

The school serves 352 students from 34 different nationalities. The language profile is as follows:

Language spoken	Percentage
Arabic	46%
English	12%
Portuguese	6.8%
Dutch	4.9%



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Filipino	4.5%
Afrikaans	4.5%
Hindi	3.2%
German	1.9%
Italian	1.6%
Spanish	1.6%
French	1.3%
Turkish	0.9%
Bahasa Indonesian	0.6%
Korean	0.6%
Latvian	0.6%
Malay	0.6%
Urdu Pakistani	0.6%
Greek	0.6%
Swahili	0.6%
Thai	0.6%
Iranian	0.3%

Procedures

1. English is taught at all grade levels and is the medium of instruction at ABIS with students developing skills in listening, speaking, reading, writing, viewing and presenting.
2. Students are accepted with limited English, provided that the school can offer a reasonable level of EAL (English as an Additional Language) support in house and it is believed that students will be able to succeed in the programmes they will be following. ([See Inclusion Policy](#)) EAL support is provided by the Learning support department (resources permitting) along with the specific teaching strategies by classroom teachers. ESL in the Mainstream program is provided to new and existing teachers who have not had relevant training in the last three years. ([See PD policy](#))
3. Arabic is the language of the host country and as such is taught from K3 to Grade 5 for Arabic as an Additional Language speakers (referred to as AAL). It is taught continuously K3-G12 for Arabic mother tongue speakers allowing them to meet



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requirements of the Omani Ministry of Education, IGCSE and IB PYP and DP Language A guidelines.

4. French (as a second language) and Arabic (Mother Tongue) are currently offered from Grade 6 to Grade 12 as IB options. Arabic is also offered as an option in the IGCSE.
5. As staff are all teachers of language, in every possible aspect of the curriculum, we are teaching students the importance of culture, diversity and sensitivity towards others, which in turn enhances their personal growth, self-esteem and cognitive development.
6. In the classroom, mother tongue languages are valued by teachers and may be used by students to clarify understanding and to promote cognitive development
7. Information sessions to parents on strategies to support mother tongue development are provided to parents as a group and individually.
8. The school offers English classes to parents on a bi-weekly basis in an effort to allow them to support their children in a curriculum that is predominantly English.
9. Weekly Arabic classes are provided to parents to help families integrate better into the local community.
10. School Supported Self-Taught languages are offered in the Literature course in the Diploma Programme. Information on structure, requirements and tutors is provided to Grade 10 students and families during DP information sessions. Costs are arranged privately between families and tutors. Self-taught supervisors liaise between all stakeholders to ensure students' success in the programme. Time, space academic resources and support is allocated to students to ensure success.
11. Online courses are available in French, Mandarin and Spanish under the Diploma Programme through Pamoja Education.
12. Parents are made aware of the importance of their role in ensuring the development of their children's mother tongue and are encouraged to do so through a range of strategies to support parent education. This is communicated to parents via various channels.
13. Students are responsible for being active participants in their language growth and fostering their own cognitive development.
14. The ABIS language policy is regularly updated to meet the needs of the community and consequently shared with the staff at the beginning of each school year.

Related Documents

This policy refers to / cross-references the following documents:

Major References:

- [Diploma Programme: From principles into practice. "Language options and language support" section](#)
- [Guidelines for developing a school language policy](#)
- [Guidelines for school self-reflection on its language policy](#)
- [Language and learning in IB programmes](#)
- [Learning in a language other than mother tongue in IB programmes](#)



Review Cycle and Revision History

This policy template and the included procedures will be reviewed annually by the Learning Development Team.

The policy template was accepted by the Senior Management on [date].
The next review is scheduled for [date].

[guidance] All policies must be reviewed on a regular basis; in most cases annually. The review cycle and revision History should include 4 elements:

- How often the policy will be reviewed and who is responsible to do so.
- When the current version was implemented and by whom.
- When the next review is scheduled
- A table (as below) recording the version history and description of significant changes

Content changes from the previous version should be highlighted. Minor changes should be avoided between formal reviews, though comments are encouraged. If changes are required prior to the next review date, a formal review should occur with changes highlighted.

Version	Committee	Description of changes	Review Date
0.1	LDT - Language Committee	Initial draft for review	Sept 23, 2017
0.2	LDT -	Draft including LDT feedback	May 2018
0.3	LDT	Updated and reviewed	April 2019

Questions from review team 2019

Are there rules and expectations about language use around the school?

Does the school review the processes used to identify the language needs of



each student?

Does the school monitor the effectiveness of differentiation strategies for students with specific language-learning needs?