

## PUE - QF Schools QATAR ACADEMY AL KHOR LANGUAGE POLICY

# Language Procedures Manual

incorporating the PUE Language Policy, approved March 2018

### 1. QF PUE Vision

Leading Learning.

#### **Qatar Academy Al Khor Vision**

Our vision at Qatar Academy Al Khor is to empower students to be open-minded, inquiring and knowledgeable life-long learners who are able to adapt to an ever-changing world through intercultural understanding and respect. We envision our future leaders as courageous problem-solvers who will make a positive difference to the world.

### 2. Scope and authority

The Language Policy shall apply to all schools within the Qatar Foundation that are subject to oversight by the Pre-University Education division.

This Language Procedures Manual, incorporating the Policy, shall jointly control and govern all matters pertaining to the subject outlined therein. The Policy and Procedures Manuals shall supersede any and all prior agreements, policies or procedures in any way related to, or connected with, the topics outlined herein.

### 3. Objective

The **Language Policy** sets forth the general principles for language teaching and learning in QF schools. The **Language Procedures Manual** is intended to provide uniformity of expectation among QF Schools, while at the same time allowing for individual schools to promulgate procedures that reflect the uniqueness of their school environment. Accordingly, and pursuant to the objectives outlined herein, the Language Policy addresses the following questions:

- What are the philosophies and guiding principles of language learning at QF schools?

- Which are the languages of instruction and acquisition at QF schools?
- How are students supported in their language learning?

The policy should be used in conjunction with other PUE policies; including Admissions, Inclusion, and Assessment. Each QF school will have its own handbooks or practices document that detail how the policy and procedures are implemented.

## **4. Policies and Procedures**

### **4.1: Philosophy and principles of language learning.**

#### **Policy statement**

Language learning involves a number of key philosophies, principles and understandings:

- All educators are language teachers, regardless of their subject specialty. Language is acquired and developed in all classes and subjects; in terms of subject-specific vocabulary and through the development of fluencies in different forms of communication;
- Language learning is both social and academic. Students learn language in and for social contexts, but schools must develop student knowledge, proficiency, fluency and confidence in academic language. Schools develop their students' basic interpersonal communication skills (BICS) and their cognitive academic language proficiency (CALP);
- Learning about language, understanding how language works, both written and spoken is not linear or sequential but develops organically in varied, stimulating contexts supported by explicit instruction;
- Learning through language, as a tool to acquire, use, reflect upon and share knowledge and understanding about the world;
- Language fluency enables students to acquire knowledge and understanding about the world, and to develop their thoughts, ideas, creativity, self-expression, identity, social interactions and confidence.
- Additive bilingualism and multilingualism enhance student learning, using prior language knowledge to develop proficiency in the second/additional language. The development of one language enhances and develops the learner's store of knowledge, neural topography, and intelligences.

## **4.2: Languages of instruction**

### **Policy statement**

- English is one of the languages of instruction at QF schools.
- Modern Standard Arabic is one of the languages of instruction at QF schools.
- Each QF school makes its language provision clear in its handbooks.

### **Procedures**

Each QF school will have its own handbook or procedural guide that should be consistent with this policy and will include the following components:

- British or American spelling are acceptable, but consistency within documents is required.
- Modern Standard Arabic is taught and used in all QF PUE schools, except ABP. Local dialects, including Qatari, are voiced and respected. However, QF schools adhere to the requirements of the Qatar MoE regarding the study of Arabic as a mother tongue.
- The QF schools that are authorized to teach IB programmes will follow the guidelines and requirements set out in the relevant IB subject and programme guides.
- Languages of instructions for each school are specified in Appendix A.
- School requirements for English and Arabic language proficiency are specified in the PUE Admissions Policy and in each school's handbook.

## **4.3: Language acquisition.**

### **Policy statement**

- English is taught as a language of acquisition at some QF schools.
- Modern Standard Arabic is taught as a language of acquisition at some QF schools.
- Some schools offer additional language acquisition courses, such as French or Spanish.

### **Procedures**

- The QF schools that are authorized to teach IB programmes will follow the guidelines and requirements set out in the relevant IB subject and programme guides.
- Non-IB schools teach only Arabic and English as language acquisition course.
- Schools should make use of research-based assessment data about students' language proficiency in order to identify student learning needs. This could include WIDA or a similar ELL diagnostic tool.
- Languages of instructions for each school are specified in Appendix A.

#### **4.4: Support for language learners.**

##### **Policy statement**

Each QF school develops its own handbooks of procedures and practice for language teaching that specifies how it utilizes and implements the following resources and support mechanisms, as appropriate:

- Classroom teacher
- Professional development
- Classroom resources
- Information technology
- Library and media center
- Differentiation
- ESL and/or EAL teachers
- Assessment tools
- Mother tongue language support for those students for whom neither English nor Arabic is their first language
- Parents and outside agencies.

#### **4.5: Additional Procedures:**

##### English as an Additional Language

- Schools will identify EALS (through admissions, a survey or other means).
- Schools will identify LTELs
- Once identified schools will assess their EAL students' language proficiencies in listening, speaking, writing, and reading. (Schools are encouraged to use the WIDA tests for this purpose.)
- Once assessed schools will provide a support structure to move those ELL students through the language continuum in all four domains (reading, writing, speaking, listening).
- That support structure must be visible and measurable and follow a school-based plan.
- The schools will identify and implement appropriate inclusive practices for EALS.
- Schools will have an exit strategy in place to move students out of support when appropriate.
- Schools can utilise the support services of TLC's Dual and Language (EAL) Coordinator.

##### Mother Tongue languages

- Schools will identify students' mother tongue(s), most likely as a home survey.
- Schools will identify language(s) spoken in the extended home environment.
- Schools will identify and implement Mother tongue support strategies that are appropriate to their school context.

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## 5 References

This policy draws upon the pre-existing policy documents and procedures of each QF school, and on the Pre-University Education Qatar Foundation Schools Draft Policy and Procedures Manual, November 2015. In addition, the following sources were consulted:

Guidelines for developing a school assessment policy in the Diploma Programme, International Baccalaureate Organization (UK) Ltd, 2010.

Diploma Programme: From principles into practice, International Baccalaureate Organization (UK) Ltd, 2015.

Middle Years Programme: From principles into practice, International Baccalaureate Organization (UK) Ltd, 2015.

## 6 Glossary

EAL	English as an Additional Language
ELL	English Language Learner
IB	International Baccalaureate.
LTEL	Long Term English Learners
WIDA	World-Class Instructional Design and Assessment: proficiency standards and assessment for grade K-12 students who are English-language learners.

## Appendix A. (Highlighted in yellow applies to QAK)

School	English as Language of Instruction	Arabic as language of instruction	Languages of acquisition
QAD QAS QAK QAW	English Math Science Humanities PHE Arts Design	Arabic Islamic Education Qatar history	MYP and DP Arabic MYP and DP French MYP and DP Spanish MYP and DP English
QLA	English Math Science Humanities PHE Arts Design	Arabic Islamic Education Qatar history	
QAM	English Math Science PE Music Library	Arabic Islamic Qatar History Art Library	none
Awsaj	English Math Science Humanities PHE Arts Design	Arabic Islamic Education Qatar history	none
Renad	<i>English</i> <i>Math</i> <i>Science</i> <i>Humanities</i> <i>PHE</i> <i>Arts</i> <i>Design</i>	<i>Arabic</i> <i>Islamic Education</i> <i>Qatar history</i>	
ABP	English Math Science Computers	none	none

(Bear in mind that while the policy should last 5 years, this procedural document will be subject to annual review, I would anticipate at the end of the year preceding its implementation.)

## **Language Policy Practices at Qatar Academy Al Khor – MIDDLE YEARS PROGRAMME**

### **Qatar Academy Language Statement of Philosophy**

Qatar Academy Al Khor 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 those of others and celebrates the richness of the world's diversity. Language, further, is fundamental to learning as it is a medium of learning throughout the curriculum. Students are learning the languages, through and about languages in all disciplines all the time.

Being Arabic - English bilingual school, Qatar Academy Al Khor is committed to both languages as Languages of instruction, and to facilitating their acquisition with a level of proficiency that will help students be successful scholars and proud citizens of their community and of the world.

The maintenance of Arabic, the mother tongue of all QAK students, is central to the cognitive and cultural development and identity of the learners. The command of English is the primary key to accessing information, communicating internationally in the modern world, and enriching intellectual and social growth. As of 2019-20 only one student whose mother tongue is English and second language is Arabic. To this end we still provide for the students needs and the school has the resources to develop a language acquisition programme in Arabic further as the school increases in size.

Modern Standard Arabic is generally seen as Language A (Language and Literature) and English is either a Language A course (Language Literature) or a Language Acquisition course from K-12. In the future, the school may opt for an additional Language Acquisition courses.

In teaching languages, the school endorses a holistic approach to learning aiming at creating an authentic learning environment where teachers act as facilitators to guide students to reach their potential as active learners.

To foster languages at QAK, all members of the school community are required to be language teachers and to use each language consistently in any written or oral production. We maintain and sustain the learner profile of being 'Principled' when teaching a bi-lingual curriculum.

QAK is a dual language school where both the Arabic and English languages are valued. English is the language of instruction. Arabic, which is the students' mother tongue, is introduced to students from the age of three. QAK continue to provide students with an Arabic program that is structured, planned and taught across the PYP, MYP and DP, including Islamic Studies, Qatar History and Heritage.

All teachers are language teachers. We recognize that language is fundamental to learning, thinking, and communicating and is the foundation for learning throughout the curriculum. Therefore, three aspects drive/ teaching and learning of language: learning language, learning about language, and learning through language. Thus, language is viewed as "the major connecting element across the curriculum, with students focusing not only on language for its own sake, but also on the languages of science,

humanities, mathematics, and other disciplines.” ([www.ibo.org](http://www.ibo.org)) English and Arabic are used for in-school communication as appropriate. Arabic is taught in the MYP in Arabic Language and Literature, Arabic Language Acquisition (currently 1 student 2019-20), Islamic Studies and Qatar History. The language of instruction in all other classes is English. This includes Mathematics, Sciences, Individuals and Societies, Arts, PHE, Design and Advisory classes.

Developing the attributes of the IB Learner Profile is also integrated into teaching and learning of language since it develops in students the skills necessary to be effective learners as well as internationally minded citizens of the world.

***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 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 the 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 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.



## **Student Profile**

Students enrolled at QAK are expected to have Arabic as their mother tongue. Since English is the language of instruction for all subjects except for Arabic, Islamic Studies, Qatar History and Heritage, students are expected to have a proficiency level in both languages that allows them to access the curriculum in their respective grade level upon admission.

Starting from the academic year 2018, Qatar Academy starts accepting students with Arabic as their mother tongue as well as students whose mother tongue is not Arabic. The few students whose mother tongue is not Arabic will be accommodated through the AFL program.

Parents of students whose mother tongue is neither Arabic nor English will be asked at the start of the school year to express their interest in developing their home language in extracurricular classes. The administration, with the help of the parents, will facilitate arranging for appropriate teachers, resources and. Costs for the language teachers will be covered by the families of students. The administration, however, will see to developing library and other resources in that language.

## **Procedures for Language learning offered to MYP students at Qatar Academy Al Khor.**

Currently Arabic and English are the only languages offered as courses to MYP students. A student admitted to QAK after meeting the admissions requirements will fit into one of these categories: QAK currently only admits emerging, capable or proficient in one of these languages or are bi-lingual Arabic and English learners.

1. The student will study Language and Literature course in Arabic and a Language Acquisition course in English (Allocated to a phase of language learning) **or**
2. The student will study a Language and Literature course in Arabic and a Language and Literature course in English (Meeting a WIDA score of 6 and if the student is a phase 5 or 6 student in English Language Acquisition **or**
3. The student will study a Language and Literature course in English and a Language Acquisition course in Arabic **or**
4. For special circumstances where the student has both very low attainment for both Arabic and English (Phase 1 or 2 Language Acquisition). If the student is Qatari and their first language is Arabic the student will study a modified Arabic course in Language and Literature. Goals and targets will be set so that by the time and the student will reach MYP 4 the student should be able to study Language and Literature Arabic at a satisfactory growth level as his/her peers. The student will also study a Language Acquisition course in English. The student will be placed into Phase 1 and is expected to show growth of phases by the time the student reaches through to MYP 4.
5. For special circumstances where the student has both very low attainment for both Arabic and English (Phase 1 or 2 Language Acquisition). If the student's first language or mother tongue is English the student will study a modified English course in Language and Literature. Goals and targets will be set so that by the time and the student will reach MYP 4 the student should be able to study Language and Literature English at a satisfactory growth level as his/her peers. The student will also study a Language Acquisition course in Arabic. The

- student will be placed into phase 1/2 and is expected to show growth of phases by the time the student reaches MYP 4.
6. QAK in line with IB requirements will not place students in two language acquisition courses.
  7. Growth will be measured by criteria level attainment, diagnostic testing for WIDA and MAP testing in reading and writing in English. Diagnostic testing will be used to measure growth in Arabic. The Arabic department are working on an national scheme with the support at a district level to develop language diagnostic testing in line with NWEA MAP WIDA and skills navigator.
  8. Students can transfer from a Language acquisition course to a Language and Literature course if they are phase 5 and above during MYP 1-3. We expect students to show growth with language development, demonstrating progression through the phases in Language Acquisition courses during their MYP journey. MYP 4 and 5 students are preparing for ePortfolios or eAssessments in language courses. The final two years is crucial for preparation for the external assessments. Students will stay in the same language course to prepare for the external eAssessments.

At Qatar Academy Al Khor we value the development of language skills in all students in all classrooms, developing not only the content knowledge of a discipline but the language skills necessary to effectively communicate in that discipline as well. This commitment to the development of language in all disciplines is reflected in the expectation that all students are:

- taught language skills by all staff and have opportunities to read, write, view, investigate, inquire, and present across the curriculum
- taught literacy skills in context using SIOP initiative.
- exposed to a broad range of literature reflecting a variety of cultures and perspectives
- encouraged to share and develop their work in a social context
- encouraged to maintain and value their mother-tongue in Arabic and to value the mother-tongue of other students and teachers
- given ample opportunity to become proficient in more than one language

While QAK believes, as supported by the Aero standards, that all teachers are literacy teachers in their discipline, Language & Literature as well as Language Acquisition courses at QAK display a wide range of exemplary literary choices and skill sets rooted in the MYP objectives. Students have enrichment choices in Language & Literature and Language Acquisition at the onset of our MYP program in the 6th grade, and the diversity of course level and content only grows from there: by 10<sup>th</sup> grade, students have choice between a great range of depth, or even opportunities to develop further interdisciplinary understanding using language. Students who need extra support in developing Language & Literature skills may also engage in additional coursework at all levels of the MYP.

## **Language Support**

Students whose language skills are not up to grade level in certain areas are offered support in order to acquire the skills required for success at grade level. The determination of the need for support and kind of support will be based on students' achievement level. The support takes a variety of forms i.e. in-class or inclusion support and/or pullout, intensive support and specific skill focus.

As language is the medium for learning across the whole curriculum throughout all subject areas, language can therefore not be seen as the sole responsibility of the language teachers. In this context every teachers becomes a language teacher.

### **1- Support for mother tongue instruction**

At QAK, we recognize that mother tongue language development is important for maintaining cultural identity and in learning other languages. Mother tongue instruction in the Arabic language, Islamic Studies, Qatar History and Heritage are therefore actively encouraged and supported. As Arabic is the host country language, students who have been residents of foreign countries, or those who haven't acquired the Arabic language for any other reason, they are enrolled to receive a modified Arabic curriculum for a certain period till they are able to be integrated in regular classes.

### **2- Support in the language of instruction**

An interventionist in the MYP is used to support the needs of the lowest readers and lowest attainers in English. A data base of diagnostic attainment is administered at the start of the year and throughout the year. The students who are identified as having low accuracy, fluency, and comprehension in each class participate in guided reading groups with the class interventionist. In these small groups, lessons are tailored to the needs of the group. Focus is put on areas that require further support and teaching. The ultimate goal is to have students be able to read on grade level as per this school's expectations, considering their language profile and EL status.

### **3- Intervention in the MYP**

The interventionsist support the needs of the lowest English language learner as determined by diagnostic tools (e.g., MAP testing, WIDA, Skills Navigator). This diagnostic information is gathered at the start of the year during baseline testing and throughout the year in 4-6 week cycles. The students who are identified as having the lowest accuracy, fluency, and comprehension in each grade, from first through fifth, participate in guided support groups or on a one to one. In these small groups, lessons are tailored to the needs of the group as determined by their diagnostic testing that happens at the beginning of a cycle. Focus is put on areas that require further support and teaching. Students are tested every four to six weeks to determine growth in their areas of weakness. If they have made sufficient growth they may exit the reading room and another may enter. If a student is not making any growth after a 4-6 week cycle, this may be a candidate for Tier 3 services and a referral will be made. The ultimate goal is to have students be able to read on grade level as per this school's expectations, considering their language profile and English Learner status.

### **4- Professional development**

Teachers are encouraged to be pro-active in their professional development. The school strategic plan incorporates a vigorous policy of staff training and development. All teachers are provided with in-service training to share in reviewing and modifying school policy documents and attend IB workshops to specifically gain expertise in certain program requirements, principles, and methods.

Students whose language skills are not up to grade level in certain areas are offered support in order to acquire the skills required for success at grade level. The determination of the required need for assistance is based on students' achievement level. The support takes a variety of forms i.e. in-class or inclusion support and/or pullout, intensive aid and specific skill focus by the school interventionist

In the Elementary School, students identified as requiring the highest level of English reading intervention are selected at the beginning of the school year to receive small group instruction by our English Reading Specialists. Here they receive brief, targeted lessons focused on fluency, decoding, vocabulary and comprehension two to three times a week. The Reading Room support for Arabic will be launched in the year 2014/2015 for Grade one students, and will target higher grades in the coming years.

In the MYP Group 2 Language Acquisition programme, students are supported through appropriate Phase placement and progression along the continuum of language learning. Students are placed in the appropriate phase according to their WIDA level scores. Where possible, further support is offered through co-teaching. While in the Middle School MYP Group 1 Language and Literature programme, support is offered through interventionists and co-teaching.

As language is the medium for learning across the whole curriculum throughout all subject areas, it can therefore not be seen as the sole responsibility of the language teachers. In this context, every teacher becomes a language teacher. Moreover, explicit instruction of the Approaches to Learning, implemented in all subjects, ensures the development of interpersonal communicative skills.

## **Assessment**

The main aim of assessment is to encourage and support student learning. The school offers a variety of formative and summative assessments tasks to reflect the students' progress in the development of language skills. It ranges from observation, rubrics, journals, self, peer and group assessment, running records, portfolios, presentations, diagnostic assessments, formal written tests and performance based assessment tasks.

In the Middle School MYP Group 1 Language and Literature programme and Group 2 Language Acquisition programme, regular formative and summative assessments provide the means to monitor students' language development. The receptive, productive and interactive skills of all Middle School QAK students in Grades 6-10 are assessed in accordance with the IB MYP subject criteria as outlined in the Language and Literature Guide and Language Acquisition Guide respectively. Regular moderation and standardization takes place between teachers ensures objective application of the assessment criteria are met.

Additionally, in Grades 11 and 12 students are assessed in their receptive, productive and interactive competencies both through internal, moderated, and external assessments in accordance with the IBDP assessment as outlined in the IB Language and Literature Guide for Group 1 language, and Language Acquisition Guide for Group 2 Language.

Students in MYP 5 are registered for certification of the MYP. For 2019-20 students will either:

- Register for eAssessment Language and Literature On-screen examinations in Arabic and English  
Or
- Register for eAssessment Language and Literature On- screen examinations in Arabic and register for ePortfolios is Capable or Proficient in English Language Acquisition.
- All students in MYP have the option to carry out the Personal Project in English or Arabic
- Successful completion of the eAssessment and ePortfolio will result in students achieving the bi-lingual IB MYP Certificate.

### **Assessment - continued**

The main aim of assessment is to encourage and support student learning. The school offers a variety of formative and summative assessments tasks to reflect the students' progress in the development of language skills (Listening and Speaking, Reading and Writing and Viewing and Presenting). It ranges from observation, rubrics, journals, self, peer and group assessment, running records, portfolios, presentations, diagnostic assessments, formal written tests and performance based assessment tasks.

### **Principles and Practices of Teaching Language**

In order to develop effective communicators we believe that:

1. The language curriculum is integrated into the school curriculum. Thus, MYP and DP units of inquiry integrate the conceptual understandings that fall under the six strands of language, which in turn incorporate the elements of language, such as structure, grammar, writing, reading comprehension, and vocabulary so that students see language in a context and as having relevance.

2. Students must be actively engaged in a range of activities that integrates the language strands of listening and speaking, viewing and presenting, and reading and writing. Thus, teaching and assessment tasks are designed to actively generate meaningful language through base texts as well as student selected reading materials.

3. The learning environment is one that:

- **Supports and promotes verbal expression in a safe atmosphere**

Thus, students receive constructive feedback; many opportunities for interactive orals is provided; students are encouraged to make input into their learning.

- **Is well resourced**

Thus, an annual budgetary allocation is used to improve library resources, print and electronic, to be further aligned with the IB philosophy of international-mindedness and the use of technology in the classroom.

4. Students form an integral part of their own assessment. Thus, students are encouraged to self-assess using self-generated rubrics, portfolios, and peer assessments amongst other assessment tools; the full writing process (drafting, revising, editing, and sharing work with others) is advocated to allow students to improve their ideas.

5. Diverse linguistics backgrounds are valued and respected. The school library includes English and Arabic books for student's usage.

6. Mother tongue development is valued and vigorously supported. Thus, no one language is seen as more important than the other is; mother tongue resources materials receive the same budgetary allocations as that of the language(s) of instruction.

7. Staff and students are encouraged to see language as a system of inter-related structures and a means of communicating in a variety of situations. Thus, students are exposed to a variety of text forms to determine intended audience, context, and purpose; they are encouraged to investigate patterns and structures of language at text level, sentence level and word level, and reflect to determine the most suitable form of communication to suit a particular purpose.

8. Differentiation is the central element of language teaching and learning. Thus, tasks are tailor-made to suit individual needs, abilities, and learning styles.

9. Staff exemplifies effective communication strategies. Thus, teachers model a variety of effective reading and writing strategies; demonstrate good speaking and listening habits in a variety of situations.

### **MYP and DP Language Teaching**

- Teachers plan authentic, purposeful learning tasks; they engage students in communicative activities; and they encourage students to notice patterns and rules. These three ways of learning are used in balance in all language units.
- Reading, writing, speaking & listening and viewing & presenting skills are taught as integrated skills within units. Reading is also taught in additional standalone units because of its importance for academic success.
- Vocabulary instruction is systematic and actively taught in the context of integrated units and reading units.
- Teachers support students to make connections, to ask questions, and to use strategies and processes that develop metacognition when learning language. Students are viewed as active agents in their construction of language.
- Teachers support and monitor students' emotional engagement with language learning in order to promote deep sustained learning.

- The learning environment, including classrooms and other areas of the school, are thoughtfully planned to promote language development
- Learning differences of students are catered for by providing differentiated instruction.
- Errors are seen as a natural part of language learning, and error analysis is used to plan further teaching. Teachers select when and which errors to correct based on usefulness for learning and taking into consideration the effect on motivation.
- Students develop spelling skills in phases over time through noticing patterns, through use of spelling strategies and through exposure to words in context.

### **Teaching through Literature**

Authentic literature is used widely in all languages to promote discussion and thinking skills, to analyse conventions and to discuss author strategies. Through the study of literature, students better understand themselves and develop intercultural understanding. Books are selected carefully to enable students to make connections with universal themes.

Guided reading of graded texts and authentic texts aims to develop vocabulary, reading skills and strategies and to promote confidence and fluency.

Features of non - fiction and reading strategies for non –fiction texts

### **Handwriting (Arabic)**

Naskhi Handwriting is the designated writing style at QAK from K- 5, while Ruqa'ah is the designated writing style in the MYP years in accordance with Qatari standards.

### **Handwriting (English)**

D'nealian is the designated form of instruction at QAK. D'Nelian gives teachers and students' flexibility in dealing with individual differences in handwriting, the standard for evaluation is based on the criteria of slant, size and proportion as well as letter formation.

## Resources

To help students become lifelong learners, and to develop their literacy and cognitive skills, and to support teachers in their planning, the Library as a Media centre is always expanding its resources in languages. The Media Centre is well resourced in both Arabic and English for all sections of the school. The librarians, Subject Lead Teachers and staff collaboratively make decisions on what resources to purchase, based on students' needs and instructional requirements. The school library has English as well as an Arabic section. An annual budget is allocated in order to increase the resources in the school library. Students are expected to read independently and to use reference resources in completing learning tasks. The school librarian conducts ongoing awareness projects to promote reading. The librarian meets with students to discuss reading and literature as well.

**The ICT Lab and Student IT devices:** As language is being viewed and used in digital format, as well as that of print, the computer lab at QAK is equipped with a high-speed internet connection to facilitate students' access to websites that develop their language skills. This is useful source for practice of eAssessment. Students also have their own devices supplied by the school in MYP 1-5 and in the IB DP. Students are encouraged in their spare time to play interactive vocabulary and grammar games, games that develop phonemic awareness and spelling, and others that focus on reading, listening, and writing.

## Arabic Language

To meet the needs of QAK's student profile, Modern Standard Arabic is the language of instruction and communication for Arabic, Islamic Studies and Qatar History from K to 12.

Through exposing students to authentic literature of different genres and periods, Arabic language instruction aims at developing the six dependent and interdependent skills of language: listening, speaking, reading, writing, viewing and presenting as described by Qatar's Supreme Council of Education standards/benchmarks and the MYP & IB DP objectives.

The aims of the MYP Language and Literature programme, as stated in the IBMYP Language and Literature Guide are to encourage and enable students to:

- Use Language as a vehicle for thought, creativity, reflection, learning, and self expression, analysis and social interaction
- Develop the skills involved in listening, speaking, reading, writing and viewing and presenting in a variety of contexts
- Develop critical, creative and personal approaches to studying and analysing literary and non- literary texts
- Engage with texts from different historical periods and a variety of cultures
- Explore and Analyse aspects of personal, host and other cultures through literary and non-literary texts



- Explore language through a variety of media and modes
- Develop a lifelong interest in reading and analysis of diverse texts
- Apply linguistic and literary concepts and skills in a variety of authentic contexts
- Gain a wider intercultural understanding
- Explore in IB DP links to Theory of Knowledge and develop International Mindedness through receptive, productive and oral skills

### **IB MYP Group 2: Language Acquisition**

In order to expand their development as language learners; support their learning in other English medium subjects; ensure sufficient preparation for the DP Programme and gain further experiences and perspectives of English speaking cultures, QAK requires all students to undertake the MYP Language Acquisition English Programme.

The Language Acquisition course at QAK offers students the opportunity to explore and engage with the English language in a variety of authentic spoken, written and visual contexts in order to develop their receptive, productive, interactive and critical thinking skills.

The aims of the Language Acquisition programmes at QAK are as follows:

- To develop students' competencies in the receptive, productive and interactive skills in English for the MYP and DP Programmes
- To encourage students to be confident when communicating in the medium of English
- To expose students to a variety of English language texts in authentic contexts
- To encourage students to use accurate, appropriate and effective language to suit a range of authentic purposes and audiences
- To expose students to a range and promote an understanding and appreciation of literature in English
- To encourage students to become critical thinkers in and about English
- To encourage students to gain a wider intercultural understanding

### **Placement from Language Acquisition**

At the beginning of each academic year, students are assessed and placed into an appropriate language Phase where instruction and course materials can be selected accordingly. Phase placement is reviewed at the end of each unit, and supported by further external assessment in February, to support progression along the continuum of language learning.

The current aim is for students to exit the MYP Language Acquisition Programme in a Phase that will enable them to enter the Diploma Programme at Standard Level or Higher Level.

## **IB Diploma Group 2: Language Acquisition**

QAK offers Standard Level and Higher Level Language Acquisition courses. Continuing from the MYP Programme, the Diploma course at QAK offers students opportunities to develop their receptive, productive and interactive skills through a range of challenging, authentic contexts including literature at HL.

This policy practices document will be reviewed and updated on a bi-annual basis.

### **References**

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