



ADVANCED LEARNING SCHOOLS
LANGUAGE POLICY
This is a Whole School Policy

Revised January, 2022



Introduction:

ALS Vision

Advanced Learning Schools prepare global citizens to meet the challenges of an ever-changing world, while honoring their own cultural heritage and identity.

ALS Mission

Advanced Learning Schools offer a high-quality education in a safe and caring environment, with a commitment to life-long learning and digital citizenship, while inspiring students to become creative, compassionate, and analytical thinkers.

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.



ALS Language Philosophy

ALS welcomes students from all nationalities and all cultural, racial and ethnic backgrounds and recognizes that language is central to learning. ALS believes that language is fundamental to students' intellectual, social, and emotional development. We also recognize that all teachers are, in practice, language teachers and that language is learned best through dynamic and authentic interdisciplinary contexts that create meaningful experiences and interactions within local and global communities in a collaborative and constructive approach.

Aims and Objectives

At Advanced Learning Schools English is the language of instruction, used fluently by most of the ALS community. Arabic, the mother tongue language of most of the students, is the language of instruction for Islamic studies and Social Studies of the Arab World.

Our goal is to honor and support the development of both Arabic and English in alignment with the principles and practices of the Saudi Ministry of Education, the International Baccalaureate organization and the ALS Guiding Principles.

Our students will develop their competencies to be able to master both Arabic and English at a level of competency required for university studies.

Identification and Support

As documented in the ALS admission policy, ALS accepts students with a wide variety of linguistic backgrounds. Therefore it is important that the school's language policy is as flexible as possible to meet the needs of our student body.

Students are supported in building up their language skills to a level at which they can then pursue English and Arabic as academic languages.

A student Language Profile is created upon admission that clarifies the student's history and mother tongue. A suitable provision for Arabic or English language support courses may be offered, as documented in the Inclusion Policy.

English as a Language of Instruction

To experience success in other areas, students need to have a high level of competency within this language. English lessons have an obvious role to play in teaching and reinforcing language skills needed in other mainstream subjects. No one form of English is considered standard. It is necessary for older students to appreciate the different forms of the English language. The type of language a teacher is likely to use depends on where that teacher is from. The teacher will



however point out differences in expression or spelling where appropriate and the only guiding rule is uniformity of use within a given document.

Arabic as a Language of Instruction

To reinforce the national identity of the majority of our student body, students need to have a high level of competency within this language. Arabic, Islamic and Social Studies of the Arab World lessons have an obvious role to play in teaching Arabic language skills.

The Modern Standard Arabic dialect is the one used in class by teachers of the three aforementioned subjects, while students are encouraged to use it in both written and verbal communication.

Mother Tongue Language

ALS will support mother-tongue instruction in school once the student population with a particular language reaches 15%. Until that threshold is met, ALS encourages parents to arrange and hire external mother-tongue language support.

Official Communication

ALS official communication with parents, students and teachers is made in English, with Arabic translation available as needed.

ALS Language Courses

Languages in the Primary Years Programme (PYP):

Writing

- The Writing Process (planning, drafting, editing and publishing)
- Writing for different purposes (journals, essays, letters, lists, etc)
- Developing Spelling Skills
- Nelson Handwriting

Speaking and Listening

- Speaking and Listening for different purposes (Conversation, Collaboration, Discussion, Description, Clarification)
- Comprehension
- Phonics: K-1 Jolly Phonics
- Students will progress through the phonics programme allowing them to build on previous knowledge as follows:
 - Phase 2 will be covered in KG1
 - Phase 2 and 3 will be covered in KG2



- Phase 2- 5 with focus on phase 4 and 5 will be covered in grade 1
- Phase 6 will be covered at the beginning of grade 2
- Phonemes will be introduced in a sequence allowing for the immediate practice of blending and segmenting (CVC words)
- The 42+ phonemes and their corresponding grapheme(s) will be explicitly taught.
- Letter names will be introduced from KG1.

Reading

- Reading to children
- Shared reading
- Guided group reading
- Independent reading

Languages in the Middle Years Programme (MYP):

Teaching language in the Middle Years Program builds on the competencies and skills acquired during the PYP. Students in the MYP, years one through five, study English and Arabic under Language and Literature.

The aims of MYP language and literature¹ are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyze 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
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

When possible, students in the MYP are provided with the opportunity to learn a new language through Language Acquisition.

¹ From: Language and literature guide: For use from September 2014/January 2015, Aims.



Languages in the Diploma Programme (DP):

In the IB Diploma Programme (grades 11 & 12), language is divided into studies in language and literature (Language A) and language acquisition courses (Language B). Students are required to take two languages, and one of these must be a language and literature course. Language and literature is offered for Arabic and English; language acquisition courses are currently only offered in English.

In the exceptional case of a student taking a self-taught language, either independently or online, parents are responsible for any required fees.

Next review: January, 2024

This policy should be considered alongside and in conjunction with the following school policies: Admission Policy, Academic Integrity Policy, Assessment Policy and Inclusion Policy.

Every effort will be made to translate this document into Arabic for members of staff who are not fluent in the English language.



Resources:

- Towards a continuum of international education
- Programme standards and practices
- IB learner profile booklet
- Learning in a language other than mother tongue in IB programmes
- Making the PYP happen: A curriculum framework for international primary education
- MYP: From principles into practice
- MYP language A subject guide
- MYP language B subject guide

