



Kuwait Bilingual School 2

Language Policy

Table of Contents

<u>A. MISSION: PURPOSE AND AIMS</u>	<u>page 2</u>
<u>B. LANGUAGE PROFILE AND ADMISSIONS POLICIES</u>	<u>page 3</u>
<u>C. LANGUAGE PROGRAMMES OVERVIEW</u>	<u>pages 3-4</u>
<u>D. PROFESSIONAL DEVELOPMENT</u>	<u>page 5</u>
<u>E. LANGUAGE AND LITERATURE & MOTHER TONGUE</u>	<u>page 5</u>
<u>F. ENGLISH LANGUAGE ACQUISITION INTERVENTION AND SUPPORT PROGRAM</u>	<u>page 6-7</u>
<u>G. SUPPORT SERVICES</u>	<u>page 8</u>
<u>H. COMMUNITY AND PARENTAL INVOLVEMENT</u>	<u>page 8-9</u>
<u>I. CONCLUSIONS</u>	<u>page 9</u>
<u>J. REVIEW</u>	<u>page 9</u>
<u>K. REFERENCES</u>	<u>page 9-10</u>

Mission, Purpose, and Aims

A. Mission

The mission of Kuwait Bilingual School 2 is to inspire and challenge our students to become caring and committed in an international community, to achieve excellence, accept responsibility, and to become life-long learners. Kuwait Bilingual School 2's mission statement is the foundation for our language policy. As language forms the basis for all learning, this policy is critical in helping the school to achieve its mission by providing a challenging, **experience-based education**, built on the world-recognized IB curriculum framework. All learners will acquire the skills, knowledge, and attitudes needed to develop their full potential and to realize our School Motto "Children of today, leaders of tomorrow." **[Inclusive of the DP, our curriculum ensures that students are well-prepared for the challenges of the Diploma Programme, fostering both academic and personal growth.]**

Purpose of the Language Policy

This language policy is a working document developed collaboratively by staff, administration, students, parents, and other stakeholders from each school program for a school which is a Pre-K to 12 English/Arabic educational institution founded to serve the Al-Jahra community. The policy embodies the principles and practices of the IB. This document outlines our school's linguistic and academic goals and defines the program we have designed to enable our students to attain these goals. This policy has been developed to provide an overview for language learning at KBS 2, which strives to enhance the whole school curriculum through using authentic, multimodal texts in a culturally rich and diverse environment. **All staff members at KBS 2 are integral to the implementation and success of our language policy, as they are committed to achieving our mission.** As a bilingual school, English and Arabic are both mediums of instruction. Our language policy allows for students to inquire in both their mother tongue of Arabic and in English. The school is wholly committed to providing as much diversity of effective language instruction as possible.

The Partnership for 21st Century Skills presents the 4C's (communication, collaboration creativity, and critical thinking skills) as the main skills of learning and innovation in the 21st Century. The 4C skills have a direct connection with language teaching and their integration with the 4 language skills (reading, writing, listening, speaking), and **our policy emphasizes their interconnectedness. Therefore, KBS 2 encourages the planning of activities from teachers to help improve these skills both in and out of classes.**

B. Language Profile

Approximately 98% of our student body speak English as an additional language. The mother tongue of the school and country is Arabic. Many of our administrative and teaching staff speak English, and the majority are fluent in at least one other language.

The languages of instruction and the languages of communication in the school are therefore both Arabic and English. For the purpose of formal documents, American English is used and translated into Arabic and vice versa. The standard bibliography and referencing format is MLA (Modern Language Association). The MYP Personal Project in MYP 5, the PYP Exhibition at the end of grade 5, [and the DP's Extended Essay] all provide focal points for the use of this referencing system. **Understanding and adhering to the Academic Integrity & Honesty policy is core to the IB and to KBS 2.** As early as grade 5, students begin to discuss the ethical implications of Academic Integrity & Honesty and are made aware of the practical consequences of breaking the school's policy.

B.1 Admission Policy

Applicants complete an Arabic, English, and math entrance exam that indicates their proficiency in their mother tongue, English, and mathematics. Any application from a student who indicates that English or Arabic is their mother tongue will be reviewed by the English and Arabic Departments as part of the admissions policy. The Heads of Department will have the opportunity to review any submitted portfolio evidence of language acquisition to decide on the best advice to be given to the applicant if they appear to need additional help in either or both languages.

C. Language Programs: Overview and Pedagogy

KBS 2 recognizes that all teachers are also language teachers, who have the responsibility to facilitate language acquisition and promote communication skills through their grade level and subject area classes using the pedagogical attributes of the IBPYP, IBMYP, and IBDP.

ASSESSMENT

While language acquisition follows distinct stages in the PYP and MYP, students' rate of acquisition varies from individual to individual and therefore, language teachers must assess all language skills (reading, writing, listening, and speaking) throughout the academic year. KBS 2 adheres to the guidelines of the IBPYP Learning and teaching guide, and the IBMYP acquisition guide 2021. In the Language Acquisition category, students progress through 3 levels and six phases which are linked to demonstrable command terms.

Emergent Phase 1-2 | Capable Phase 3-4 | Proficient Phase 5-6

In grades 11-12, the focus is on students' understanding of acquired knowledge and skills and how they can apply these skills in their lives and the wider community. [This includes those students who are part of the DP, where the emphasis is on in-depth research, critical thinking, and the application of knowledge.] There is an expectation that solid differentiating through scaffolding or extension work will be implemented as required to enable student progression.

D. PROFESSIONAL DEVELOPMENT

The school provides the following methods of professional development:

- a) In-house training is carried out by the PYP, MYP, [and DP coordinators], and new teachers are inducted into the IB programme through a teacher mentor who delivers in-house training.
- b) Virtual training is conducted in the form of IB and other workshops.
- c) Face-to-face training is conducted in the form of IB and other workshops.
- d) Trainers are invited to conduct PD on the school premises.
- e) MAP Testing proctor training is delivered by an NWEA representative through a virtual platform.

E. Language, Literature, and Mother Tongue Program

In the IBPYP, IBMYP, [and IBDP], all students are required to study Arabic language and literature. All students follow the MOE for Kuwait syllabus, which is taught in classical Arabic (العربية الفصحى). KBS 2 accepts that developing a child's mother tongue can accelerate the rate of English language acquisition, support achievement in all subject areas, increase self-esteem, and enhance intercultural understanding and international mindedness. In order to fulfill the certification requirements of MYP 5 (Grade 10) [and the DP], all students must study one language and literature course and one language acquisition course.

F. English Language Acquisition, Intervention, and Support Programs

English language learners who are unable to fully access the academic curriculum delivered in English receive specialized instruction in English language acquisition from qualified staff on a regular basis. English language intervention classes in the IBPYP are scheduled as pull-out/push-in, and in the IBMYP, students receive additional individualized or small group English support is scheduled as appropriate during English classes as pull-out/push-in. However, this is only applicable up to grade 6. In the MYP, English Language and Literature classes are scheduled in line with the English Language Acquisition classes on the timetable. Depending on students' ability, age, and rate of language acquisition, the English department strives to transition students to English Language and Literature when appropriate. [This transition also prepares students for the rigorous demands of the DP, ensuring they are well-equipped for the program's language components.]. Students should not remain in 1 phase for more than a period of 1 academic year. Students may transition to Language and Literature as determined by a review of their coursework and other formative and summative assessments. Intervention Support Program: When a student has been identified as requiring additional help in either Arabic or English, intervention and support are provided by the Intervention Team in line with the referral process. The Intervention Team works with teachers to help them meet the needs of students identified with special language learning needs. This support is given through using an Intervention Implementation Action Plan the process is identified on the table

below. The plan is at present includes KG2-grade 6.

Assessments used:

- Pre reading assessment: Scholastic
 - Benchmark Assessment System: Fountas & Pinnell
- KBS Intervention Implementation Action Plan and Procedures

The English department works closely with the Intervention Team and the school counselor to provide the best service for these individual children and their families.

G. Support Services

Language Learning- Library, Information, and Innovation Center

Information literacy is the foundation of lifelong learning. It is at the core of all subjects, in all learning environments, and at all levels of education. It enables learners to master content and extend investigations, to become more self-directed, and assume greater autonomy over their own learning. An information literate individual is able to:

- i. Determine the extent of information needed
- ii. Access the needed information efficiently and effectively
- iii. Evaluate the information and sources critically.

The use and role of the KBS 2 library is to promote and facilitate information literacy across all curricula for all members of the KBS 2 community. The school library includes designated periods scheduled on a weekly basis for all PYP, MYP, and DP grades in English language. The library has fiction and non-fiction books in both English and Arabic, which aid and develop language learning. Students also attend the library regularly with their Arabic teachers. They also use the library individually or in small groups for assigned research work. Innovation Center: The Innovation Center is an asset where teachers can develop students' skills through the use of teacher-designed 3D interactive lessons in all subject areas. This is done in conjunction with the IT Department. The teacher is able to discuss the lesson requirements with a member of the IT department. The student experience is one of virtual reality. This method of delivery works in conjunction with the IB guidelines for the usage of multimodal engagement of students.

H. Community and Parental Involvement

Parents are an integral part of our community of learners and are encouraged to provide support for language learning at KBS 2. Involving parents in our learning community is an integral part of our Language Policy since they have a major role to play in supporting our efforts in implementing our bilingual program. The school uses many methods including social media and online learning platforms to communicate with parents surrounding the critical importance of maintaining academic proficiency. Weekly plans encourage the use of the Scholastic Learning Zone Reading Program in MYP and Raz-Kids and Epic! in PYP. The programs emphasize the value of developing better reading skills and an appreciation of books. Toddle is used in PYP, MYP, and DP. Classroom information is shared on these platforms as well as on the KBS 2 website. The information communicated to parents is in

both Arabic and English. Students, parents, and staff members at KBS 2 come from different countries and educational backgrounds and to maintain the consistency of all published materials, American English spelling is used. Most of the material sent out is translated into both languages demonstrating and accommodating the school's diversity and bilingual programs.

I. Conclusion

School governance, Principals, IB Coordinators, Heads of Department, and Team Leaders will be responsible for communicating the language policy to all the school's stakeholders. [ensuring that the DP's unique requirements and attributes are well-understood and integrated into the school's language framework]. The quality of English and Arabic Programs will be reviewed on a regular basis by the Heads of Department, IB Coordinators, and Team Leaders to ensure ongoing and appropriate implementation. As language is a tool for learning in all curricular areas, it must be taught in each subject area, at the required level, to meet the needs of our individual learners.

J. Review

It is the suggestion of the Language Policy Committee that this document be reviewed in 2023-2024.

Heads of Department for the language departments should evaluate the effectiveness of the existing policy and report to the KG, Primary, Middle, and High School principals. If changes are deemed necessary, then a full committee should be organized for a partial/complete review.

K. References

Resources Used:

- PYP, MYP, DP Guidelines for developing a School's Language policy, published April 2008 International Baccalaureate
- Primary Years Programme, Middle Years Programme and Diploma Programme Language and learning in IB programmes, Published September 2011
- Learning in a Language Other than Mother Tongue in IB Programmes. International Baccalaureate Organization, 2008
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- Language and literature guide, for use from September 2014 or January 2015

- Towards a continuum of international education
- IBO Programme standards and practices, for use from 1 January 2014. International Baccalaureate Organization
- MYP: From principles into practice
- IB learner profile booklet.
- Guidelines for school self-reflection on its language policy, published 2011, International Baccalaureate