



مدرسة الدوحة البريطانية  
DOHA BRITISH SCHOOL

# IB Language Policy



Last Review: September 2021

Next Review: June 2022

Reviewer: Policy Committee





## 1. Purpose of the policy

The purpose of this policy is to:

- support for mother tongues
- support for students who are not proficient in the language of instruction
- learning of the host country and regional language and culture
- a selection of languages in group 1 and group 2 courses which reflect the needs of students.

## 2. Procedure

We recognize that language is essential to learning and for the process of enquiry and at DBS ensure that all teachers are responsible for facilitating effective communication. Through our academic programme we strive to empower an appreciation of aesthetic and functional use of language.

Instruction at Doha British School is primarily English based. Arabic is taught throughout the Primary School at differentiated levels, which allows for extensive language development in native and near native speakers of Arabic.

At DBS, we believe that every learner wants to achieve and within this we have an ethos of inclusion. In the secondary school and above, students are admitted into the school if they are appropriately competent in English or that they are able to access the curriculum in English.

We also aim to develop bilingualism in students for whom Arabic is a native language. Bilingualism is achieved at different paces and at different stages in student's learning and that student have varying level of competency. Therefore, at DBS Arabic is taught at two levels:

1. Arabic as a Native Language (Arabic A)
2. Arabic as an Additional Language (Arabic B)

English is not streamed at Key Stage 3, but is streamed at Key Stage 4 whereby several options are available:

1. English Language and Literature (double award iGCSE)
2. English Literature (single award iGCSE)
3. English Language (entry level certificate)



### 3. Written Language – Reading - Classroom Reading

- Reading takes place in all subject areas and genres (e.g. poetry, novels, plays, short stories, newspapers/magazines and information texts) as students learn to read with precision and a high level of accuracy and comprehension.
- Diverse resources support reading in order to cater for the needs of all learners
- Guided Reading, levelled group reading, reciprocal reading, shared reading, individual child/teacher reading and mixed ability reading groups contribute to the learning of reading within the school.

#### Home Reading

- Pupils are encouraged to progressively develop as readers by reading high-interest levelled readers and Arabic levelled reading books by various publishers. E-books and Scholastic Books also develop a passion for reading at home.

#### Reading Strategies and Development

- Teachers provide resources for reading and teach reading strategies including vocabulary building techniques, word walls, comprehension practice and skills (scanning, predicting, inferring, skimming) and text analysis.
- Library classes provide interest-based reading and the library houses mother-tongue resources and world literature. The school library is also accessible during break times and after school.
- Pupils engage with the local community through planned activities (e.g. author visits and participation in the Doha LitFest).
- Parents from various cultural backgrounds are invited to participate in literary activities within the school (mother-tongue language support, story reading etc.).
- Extra-Curricular Activities (ECAs) support the development of reading through literary/book clubs in English and Arabic.

#### Writing

- At Doha British School we expect, at some point during our student's' learning journey that they will develop the ability to clearly and effectively communicate ideas, thoughts, emotions, and aspirations in written form across genres using correct grammar and spelling.

#### Text Types

- Teachers purposefully model and teach a variety of forms of writing across the curriculum.
- Students use written language daily through multi-modal forms of writing (e.g. conventional paper-based writing to E-language)



- Students publish their writing regularly.
- Creative writing and personal expression are encouraged across the curriculum as a response to stimuli (visual or otherwise).
- VCOP (Vocabulary, Connectors, Openers and Punctuation), Big Write and Six Traits resources are used to develop effective writing across the curriculum.

## Grammar

- The school recognises the ongoing debates about the teaching of grammar.
- At Doha British School grammar is taught holistically using a variety of resources. Grammar is also taught explicitly on a weekly basis.

## Spelling

A school-wide approach to spelling using diversified spelling strategies and schemes is used to ensure that all students have knowledge of high frequency words.

## Handwriting

- Pupils develop the skills and mechanics of correct handwriting (pencil grip, letter formation, fluency, speed and style) in order to become effective communicators.
- Arabic handwriting is taught using two styles: one more appropriate to younger learners and one for upper primary; however, calligraphy as a skill is further developed within the (ECA) programme.

## Oral Language

### Listening and Speaking

- At Doha British School, we encourage students to express themselves confidently, listen respectfully, consider intelligently and respond appropriately. We value the significance of effective and diverse communication. Our aim is to confidently support oral language in English and Arabic/mother-tongues. We strive to provide our students with language tools, strategies and experiences to develop those skills that enable them to express information, feelings, thoughts and ideas in ways that show themselves to be principled and caring listeners.
- Students participate and practice their oral and listening skills individually, in pairs, in groups and as a whole class.
- Teachers ask challenging questions and model oral language characterised by clarity and fluency.
- Students prepare presentations, deliver them and listen and interact with others as they present for a variety of purposes (entertainment, information, persuasion and direction).



- Oral language is further developed through integrated Drama activities and performance-based ECAs.

## Visual Language

- Viewing and Presenting within an internationally-minded context it is essential that our students come to appreciate the influences and nuances of media. For this purpose, we aim to create opportunities for our students to view and critically analyse media appropriate to their age and experiences.
- Students are presented with various media carrying a range of messages from persuasion, through aesthetic appreciation, to enticement of action etc. By viewing media from multiple perspectives, pupils are encouraged to re-evaluate their own value systems and those of others.
- Students are consistently asked to critically appraise presented media and engage in a process of analysis of underlying messages.

## 4. Mother – tongue development

Doha British School has as a priority the development and maintenance of the mother-tongue for all learners, wherever possible. We support the development of mother tongue languages, as we believe that competence in one's own language provides a platform upon which all learning can be constructed. All members of our school community (administrators, faculty, staff, parents, and students) are responsible for supporting such development of mother tongues in order to ensure that the learning process encompasses a variety of perspectives.

By encouraging the active use of mother tongues at home, school and in the community, children are better able to appreciate their own cultural origins and take action as internationally minded, global citizens.

We provide opportunities to highlight and support mother tongue languages through displays, assemblies, visitors from the community and parents in the classroom. We also aim to build our library resources to celebrate the multiplicity of languages, literature and cultures represented within the school.

## 5. Learning of Host Country

Doha British School values its host country, Qatar; its language, its cultural identity and its legacy. The school is committed to promoting bilingualism in Qatar nationals and Arab students, whilst developing the language skills of AAL learners in such a way that allows them to deepen their respect for the community in which they are living. By offering Arabic, be that in the form of native/near-native language programmes or as an AAL, we embrace the culture of inclusion and diversity that the Qatar proudly upholds.

An important part of our vision is the seeking of opportunities to make links with the local community and its resources (e.g. classroom guests and visits, field trips, businesses and



organisations, schools and universities and government agencies). Doha British School values the local community through its efforts toward bilingualism in school brochures, daily communications, reporting, the promotion of local celebrations, school assemblies and parent workshops covering various aspects of language teaching.

## 6. Language Assessment

Language development is an ongoing process and oral (listening and speaking), written (reading and writing) and visual (viewing and presenting) strands are evaluated using both formative and summative assessments and a range of assessment methods and tools. Our Special Educational Needs department support students with access arrangements and provide a one to one support provision for learners that are not making expected progress in language development.

## 7. IB Group 1 and Group 2

A range of language options are available to students on the IB Diploma and IB Course:

- **Group 1:** English Language and Literature A and English Language A are offered and is the most widely selected options. Arabic A is also offered to students along with the option of a Self-taught language at Standard Level for those that are native or fluent speakers. Private tuition and Pamoja are used to support students with teaching and learning and assessment.
- **Group 2:** Due to a diverse cohort of students and that our cohort traditionally chooses destinations for further education in Europe, we offer French B and Ab Initio and Spanish B and Ab Initio. Due to our local context we also provide Arabic B. This provides students with a range of options that are suited to their needs and contexts.

## 8. Language Policy Review

It is the responsibility of all teachers to be involved in the reflection and review of the school's language policy and to ensure that this policy is put into practice. The school's language policy will be reviewed on an annual basis taking into account new ideas and research gathered from our community of learners (teachers, students, parents and others). Upon review, the policy will be linked to the school's Assessment, Admissions and SEN policies



Thank you