



# SCHOOL LANGUAGE POLICY 2025 - 2026



# Duroub Academy Language Policy

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Last Reviewed: September 2025

## **Our Vision**

To cultivate creative, innovative, caring individuals and visionaries who empower and inspire each other, building a purpose-driven community that impacts the world positively and promotes global change.

## **Our Mission**

To provide an outstanding educational experience that nurtures the potential within each individual through a spirit of collaboration and empathy, empowering our students with the necessary skills, knowledge, and values to create positive change in the world.

## **IB Learner Profile**

Inquirers    Risk-takers    Caring    Principled    Open-minded  
Communicators    Balanced    Reflective    Knowledgeable  
Thinkers

## **Development of the Language Policy**

The Duroub Academy Language Policy was developed collaboratively by a diverse team of educators, including the school principal, PYP and MYP coordinators, Arabic and English language specialists and KG teachers. This policy reflects the collective beliefs, experiences, and aspirations of our community.

Input was gathered through planning meetings, curriculum reflections, and reviews of current teaching practices, ensuring the policy remains dynamic, inclusive, and aligned with IB standards. As a living document, it will be reviewed regularly with the involvement of staff, students, and parents.

## **Language Philosophy**

At Duroub Academy, we believe that language is central to all learning. It is the means by which students inquire, construct meaning, communicate ideas, and develop social and academic competencies. Language is not only a subject of study but a tool for thinking, learning, and identity building.

At Duroub Academy, we embrace the IB principle that all teachers are, in practice, language teachers. Language development is a shared responsibility across the school, enabling every educator to contribute to students' literacy, communication, and understanding across disciplines.

## **Learner Language Profile**

At Duroub Academy, we recognize that each student comes with a unique language background that shapes their identity, learning, and communication. The learner language profile is a dynamic record that reflects a student's language development journey across all phases of their schooling.

At the core of our language philosophy is the belief that developing strong academic proficiency in both Arabic (L1) and English (L2) is essential. In alignment with best practices and IB principles:

- The early years emphasize a higher percentage of instruction and literacy development in the first language (Arabic), laying a strong foundation in the language of identity and culture.
- As learners progress, English is gradually introduced and developed as a full academic language, without replacing or diminishing the first language.
- Both languages are supported and valued equally, with the goal of developing balanced bilinguals who can confidently read, write, and communicate academically in both languages.

This dual-language approach not only strengthens students' cognitive and literacy development but also prepares them for future academic pathways such as the IB bilingual diploma, which recognizes and celebrates bilingual academic achievement.

The language learner profile supports our commitment to developing internationally minded learners who are:

- **Communicators:** Able to express themselves confidently and creatively in more than one language, using a variety of modes.
- **Inquirers:** Equipped to ask questions and seek understanding through language in different contexts.
- **Open-minded:** Respectful of cultural and linguistic diversity, recognizing the value of different languages and perspectives.
- **Knowledgeable and principled:** Engaging with global issues through language and using it ethically and responsibly.

Through this personalized profile, we aim to:

- Guide language instruction and support tailored to individual needs.
- Encourage multilingualism and additive bilingualism as tools for learning and connection.
- Promote literacy in multiple languages as a foundation for academic success and lifelong learning.
- Empower students to access the curriculum, express themselves, and build meaningful relationships across cultures.

### **Purpose**

Duroub Academy's Language Policy ensures that learners develop strong language skills in Arabic and English, based on IB language strands and the school's mission. We aim to graduate confident communicators who can express themselves fluently, thoughtfully, and responsibly in various contexts in both languages.

## **Scope and Responsibilities**

This language policy applies to all members of the Duroub Academy community, including students, teachers, school leaders, and parents. The implementation and ongoing review of the policy are the shared responsibilities of language teachers, IB programme coordinators, and the leadership team.

- Teachers: Integrate language learning across all subjects and promote a supportive bilingual environment.
- Students: Actively participate in language development and demonstrate respect for linguistic diversity.
- Parents: Support their children's language growth and engage in school-led multilingual initiatives.

## **Role of Language in Integration and Literature**

Language is the foundation for learning across all subject areas. At Duroub Academy, we ensure that language is used both as a medium for inquiry and a subject for explicit instruction. In the PYP, language is integrated into every Unit of Inquiry, supporting the development of conceptual understanding and promoting communication through oral, written, and visual language. In the MYP, language is further developed through interdisciplinary learning and engagement with diverse literary and informational texts.

Literature plays a central role in both the PYP and MYP. Through literature, students explore themes of identity, culture, and human experience. In the PYP, stories and texts support transdisciplinary inquiries. In the MYP, students critically engage with literary and non-literary texts to analyze language, structure, and global issues.

## **Language Learning, Learning Through Language, and Learning About Language**

Duroub Academy supports a holistic approach to language development, grounded in three interrelated dimensions:

- Language learning: Students develop language skills explicitly, including vocabulary, grammar, pronunciation, and structure in both Arabic and English.
- Learning through language: Language is used as a tool for constructing meaning, engaging in inquiry, collaborating with peers, and accessing the curriculum.
- Learning about language: Students reflect on language usage, purpose, audience, and context. They analyze how language influences thought, communication, and interpretation across disciplines.

## **Teaching and Learning Practices**

Language development at Duroub Academy is embedded in all teaching and learning practices. We foster authentic, inquiry-based learning experiences that promote language use across modalities. All teachers are considered language teachers and play a role in facilitating students' language growth across subjects.

- Inquiry-Based Learning: Students engage with content through questioning, discussion, and investigation in both Arabic and English.
- Integration of Arabic and English: Language learning is embedded within Units of Inquiry (PYP) and interdisciplinary units (MYP), ensuring meaningful, contextualized use of both languages.
- Rich Language Resources: Multilingual libraries, leveled readers, digital platforms, and multimedia support language development across age groups.
- Scaffolding and Differentiation: Instruction is tailored to meet learners' needs using visuals, modeling, guided practice, and cooperative strategies.

- Visible Thinking Routines: These strategies help students structure their thinking and language output, supporting deeper comprehension and communication.

### **Language Development Across Modalities (Strands)**

Language instruction at Duroub Academy is structured around the three PYP strands—oral, written, and visual communication—and continues in the MYP with a focus on language and literature. Students develop their ability to understand and express ideas across various contexts and genres.

- Oral Communication: Includes listening and speaking activities, presentations, and collaborative dialogue in both languages.
- Written Communication: Involves guided and independent writing, journal responses, research reports, narratives, and academic essays.
- Visual Communication: Develops students' ability to interpret and create meaning through visual texts, including diagrams, posters, multimedia, and digital tools.

### **Assessment of Language Learning**

Language assessment at Duroub Academy aligns with IB principles of assessment for learning. It is continuous, informative, and reflective, guiding both teachers and learners in the development process.

- Formative and summative assessments are used to monitor progress in reading, writing, listening, and speaking.
- Assessment tasks are differentiated to reflect students' language proficiency and learning goals.
- Students use self-assessment, peer feedback, and portfolios to reflect on their growth as language users.
- Parent-teacher conferences provide structured feedback and help families support language learning at home.

## **Language Resources & Support**

- Online and Digital Resources: Offers multilingual collections, digital resources, and research tools to promote reading and media literacy. Digital learning platforms enhance individualized language instruction and student engagement, such as Kutubee for leveled reading and comprehension, IXL for personalized practice in language and math, and Britannica for reliable research and reference
- Home-Language Support (Arabic): As Arabic is the home language of our community, it is reinforced through the curriculum and extracurricular opportunities to strengthen cultural identity and overall language development.
- Arabic Language Acquisition Support: Students requiring additional support in Arabic will attend small-group sessions during Arabic lesson time. They will join the whole class for two OUT OF SIX Arabic lessons each week to build oral communication skills. In addition, leveled reading sessions in the library will further enhance their reading proficiency.
- English and Arabic Language Support: Early Years students and those needing extra support in reading will use leveled reading books. Identified students will work in small, guided reading groups during morning time.

Support for English will also take place within the classroom through differentiation strategies to meet individual needs.

## **Role of Arabic and English in Units of Inquiry (UoI)**

In the PYP, Arabic and English are fully integrated in Units of Inquiry. Students access texts, media, and writing tasks in both languages aligned with central ideas and lines of inquiry. This promotes parallel development of academic language and transdisciplinary understanding.

## **Language in the Primary Years Programme (PYP)**

In the PYP at Duroub Academy, language is taught as both a transdisciplinary and stand-alone subject. Language is integral to every Unit of Inquiry and supports students in making meaning, constructing knowledge, and communicating their understanding.

- Language learning is authentic, inquiry-driven, and embedded in meaningful contexts.
- Instruction fosters the development and integration of listening, speaking, reading, writing, and media literacy skills.
- All teachers are language teachers, integrating language instruction authentically through inquiry, dialogue, reading, and writing within every Unit of Inquiry.
- Literature is purposefully integrated within UoIs to enhance conceptual understanding and develop students' appreciation of language as an expressive and analytical tool.
- Additional language instruction in English begins in early years and progresses to full academic proficiency through differentiated and immersive approaches.

### **Language in the Middle Years Programme (MYP)**

In the MYP at Duroub Academy, language remains central to learning across all subjects. Students develop their language skills through two main courses: Language and Literature (Language A) and Language Acquisition in Arabic only (Language B).

- Language learning is interdisciplinary and inquiry-based, promoting academic language use and critical thinking in all subject areas.
- Language and Literature supports the development of analytical reading, literary interpretation, and expressive writing using a variety of texts and genres.
- Language Acquisition provides structured pathways for students to develop additional language skills aligned with global communication standards.
- All subject teachers actively contribute to language development by embedding academic language, communication skills, and disciplinary literacy into their teaching.
- Students engage with global issues, perspectives, and media texts, using language as a means to inquire, reflect, and take principled action.

## **Policy Review**

This language policy is reviewed every three years by the leadership team, IB coordinators, and language specialists to ensure alignment with IB standards and the evolving needs of the school community. Interim updates may be made when necessary to reflect changes in curriculum, pedagogy, or demographics.

## **References and Supporting IB Documents**

This language policy has been developed in alignment with the philosophy and requirements of the International Baccalaureate (IB), and is informed by the following key documents:

- IBO. (2008). Guidelines for Developing a School Language Policy. International Baccalaureate Organization.
- IBO. (2018). Learning and Teaching in the IB Programme Continuum. International Baccalaureate Organization.
- IBO. (2020). The PYP and Bilingual Education. International Baccalaureate Organization.
- IBO. (2018). Learning in a Language Other Than Mother Tongue in IB Programmes. International Baccalaureate Organization.
- IBO. (2018). Making the PYP Happen: A Curriculum Framework for International Primary Education.
- IBO. (2014). MYP: From Principles into Practice.
- IBO. (2013). The IB Learner Profile Booklet.