



Bahrain Bayan School Language Policy

BBS Language Philosophy :

'Language shapes our thinking; specific patterns of dialogue and discourse help develop particular kinds of learning and cognitive process.' - (Language and Learning in the IB Programmes Guide)

Language is perceived as a vital tool for learning, teaching and developing through stimulating active thinking, knowledge acquisition and communication. It is one of the driving forces towards global citizenship, and since we do not live in isolation from the global community, at BBS we all believe that language learning does not only facilitate learning, but also provides learners with the opportunity to be effective global citizens who contribute to Bahrain culture and world affairs.

Since language development is an ongoing process from K-12, all BBS teachers are considered language teachers. Teachers are thus considered guiding effective resources who plan and implement challenging, appropriate curriculum (IB and Non IB) according to the needs and interests of their students. Teachers facilitate student independence and responsibility through a variety of learning experiences. Materials and instructional strategies are chosen to foster creativity, problem solving, international mindedness, and communication skills.

Our aim is to nurture and develop our students' ability to be effective communicators and responsible learners through a learning environment that is structured for success. Teachers create an atmosphere that promotes individual growth, risk taking and cooperative group learning.

BBS approaches to learning focus on effective ways to integrate listening, speaking, reading, writing and visual communication (viewing and presenting) so that related skills are developed and applied in appropriate contexts across all strands of the subject areas, which ultimately will result in fostering better communication skills and applications. Our objective is to engage students in integrated curricular and extracurricular educational activities and projects which promote individual learning experiences and language practice and development.

The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language. Therefore, BBS considers the development of the mother tongue language a strong characteristic in its language programmes as it focuses on the development and full understanding of its students' Bahraini heritage and culture whilst understanding, accepting, connecting and appreciating other cultures.

We strive to cater for students' different learning styles, experiences and abilities in collaboration with the AEA Department (Additional Educational Assistance) and the school's human force represented by IB and non IB facilitators / educators. These factors influence motivation and development of learning. Teachers and students work together to promote unification and acceptance of diversity.

We recognize that the bilingual curriculum of Bayan School is demanding, therefore teachers will endeavor to design a variety of learning experiences to meet the needs of all students based on a strong



and challenging bilingual educational program which is offered to all students at all levels, where Arabic Language is the mother tongue and English is taught at an equal level of efficiency.

English and Arabic are the languages of instruction and communication. The school provides communications translated into Arabic (handbooks, emails, and letters). The school provides translation of documentation to Arabic teachers mainly to support their teaching and learning. English is the school's internal working language, in which most operational and developmental activities take place. English is the main language of management and academic committees. Arabic and English are the languages of Governance.

We believe that assessment of both student progress and ongoing program development is an important aspect of a well-designed language and program. Additionally, regular communication with students, parents and colleagues is essential to ensure a coordinated team approach to the learning of language arts.

BBS Language Policy Profile:

(BBS) Mission

“Bahrain Bayan School provides students with a comprehensive bilingual education, rooted in Arab identity and Bahraini culture. We develop internationally minded students with confidence in their abilities who embrace their responsibilities as national and global citizens.”

BBS's mission is the fundamental principle of the school's language policy. As being a "...comprehensive bilingual..." school, the language policy is the foundation for achieving the BBS mission.

Comprehensive bilingual school rooted in Arab Identity and Bahraini culture:

The languages of instruction are Arabic and English. The policy allows our students to converse and inquire in both languages providing students with diverse learning opportunities.

The language policy balances the equal status of both Arabic and English within BBS. By teaching Arabic at all grade levels and through the adopted programs, the reinforcement assures the embedding of Arab identity and Bahraini culture.

Internationally minded students with confidence in their abilities who embrace their responsibilities as national and global citizens:

The language policy promotes internationally minded students. By fostering verbal and nonverbal language skills, students can empower themselves through comprehension, critical thinking, problem-solving, and communicate expressively and as responsible national and global citizens.



Language Program at BBS:

BBS maintains a balance in teaching in both languages, Arabic and English successfully by assuring time is allocated for student exposure:

- **Pre-School (KG1 & KG 2):** The curriculum encourages - social, emotional, physical, language (both Arabic and English), and cognitive learning and development. The program is a dual language program and students alternate classroom instruction in these languages every other day. Children are given experiences that strengthen communication growth across a broad range of developmental and content areas.
- **Primary School (Grade 1-5):** Students self-reflect on their Learner Profile in both Arabic and English and work hard to achieve their potential by developing the skills and behaviors to be lifelong learners who are able to effectively communicate in both languages (Arabic and English). Throughout Primary School our curriculum is committed to students achieving mastery in both English and Arabic. Students spend half of each day in an Arabic classroom, and the other half in an English classroom.
- **Middle School (Grade 6-8):** Following the mandate of the Ministry of Education, specific subjects (Religion, Citizenship and Bahrain Social Studies Ministry of Education Curriculum) are taught in Arabic, and the rest of the subjects are taught in English.
- **High School (Grade 9-10):** Following the mandate of the Bahrain Ministry of Education, specific subjects (Religion, Citizenship and Bahrain Social Studies) are taught in Arabic, and the rest of the subjects are taught in English. In Grade 10, the Arabic curriculum is based on The Wafi Lebanese Arabic Curriculum and Bahrain Ministry of Education (MOE) Curriculum in order to better prepare students who want to join the IB programme in Grade 11.
- **High School (Grade 11-12):** Following the mandate of the Bahrain Ministry of Education, Religion is taught in Arabic, and the rest of the subjects are taught in English.

BBS Language Objectives:

- Arabic is acquired as a student's first (mother tongue) language.
- English is acquired in addition to a student's first language and is taught as a first language.
- Arabic (mother tongue) is taught to all students as a main part of the curriculum.
- English develops as a process over time through purposeful use in listening, speaking, reading and writing tasks across all curricular areas for all students.
- English language instruction is delivered and assessed using developmental outcomes based on the AERO standards and IBDP curriculum and standards and practices.
- Arabic language instruction is delivered and assessed using developmental outcomes from Bahrain Ministry of Education and IBDP curriculum documents.
- Language development and acquisition is the responsibility of all teachers with the Bayan School community.



Goals for Language Learning:

Guided by its mission, Bayan School strives to develop students who are:

- Equipped with a strong, bilingual academic foundation for university and a life of learning.
- Able to learn how to think critically, ask important questions and solve complex problems.
- Skilled decision makers, able to set clear personal goals and equipped with the skills to attain them.
- Respectful of the national Islamic heritage and of world cultures.
- Skilled users of information technology adept at keeping pace with its development.
- Humane, ethical individuals who are able to develop positive relationships with others based on mutual respect and involved in the service of the community.
- Able to function effectively in a changing world where new realities are constantly emerging.
- Aware of and concerned for the environment and the proper use of natural resources.
- Able to maintain self-discipline, well-being, safety and good physical and mental health.
- Effective communicators that use language for social and academic purposes.
- Use their mother tongue as a key to maintain their cultural identity.
- Learn cross-cultural awareness and acceptance of diversity which supports international mindedness.

Language Policy in the DP:

Becoming linguistically and culturally skillful and capable in English and Arabic Languages is a goal that BBS always aspires to attain. The acquisition of Arabic language in the DP is also seen as a continuum of the Arabic Language discipline in the Middle School.

In the DP, language is divided into Studies in Language and Literature (Language A) and Language Acquisition courses (Language B). A student is required to take at least two languages. One of these has to be a language and literature course. These courses are offered according to the student's level in the language of instruction. The Language acquisition course is offered in Arabic as an HL only for the time being.

Language of Instruction in the DP:

The primary language of instruction in the IBDP is English and is learned as proficient as the mother tongue and is used in different contexts to broaden students' perspective of diversity, multilingualism and global engagement.

Guided by the IB standards and our school Language Policy, students develop the fluency and literacy skills which are essential for DP students' effective communication. As required by the Ministry of Education (MOE), the Arabic Language is offered in Grades 11 and 12. However, Religion, Arabic Social Studies are weighted less when compared to courses which have the same weight as English courses.

DP language courses (Arabic and English)- Group 1 & Group 2 are also offered to high school students (Grades 11& 12) who qualify.



IBDP Programme:

A team of language teachers decides upon the placement of students in the appropriate courses based on the student's achievement levels in previous language courses, university choices and other considerations. The languages offered at BBS are English and Arabic.

IB Full Diploma students must study a minimum of two IB Language courses (Studies in Language and Literature & Language Acquisition); one at mother tongue or almost mother tongue level, whereas the other can be a Language Acquisition course.

IB Course students have the liberty to register in these IB courses or opt out to join the Bayan School English and Arabic courses (Non IB Course).

By the time students are in Grade 11, they are proficient in both English and Arabic and meet the required BBS prerequisites (Refer to BBS IBDP Handbook) . In the DP, students study languages from Group1, Studies in Language and Literature (Arabic & English) and from Group 2, Language Acquisition (Arabic).

In Grade 11 and 12, students have the following options within the DP:

- English Language and Literature, higher and standard
- Arabic Language and Literature, higher and standard
- Arabic Language Acquisition at a higher level for Full IB students only

Language and IB Learner Profile:

By implementing and regularly reviewing and evaluating the IB DP Programme, IBDP learners at BBS are encouraged within this international framework to become life-long learners who embody and reflect a set of attributes and school's core values that guarantee a successful implementation and delivery of the programme and its language(s). BBS community members are committed to excellence and its IB students linguistically grow and strive to become:

- **Inquirers:** Learners use language to develop their skills for inquiry and research and to understand the world around them.
- **Knowledgeable:** Learners continuously work to enhance their language proficiency and expand their vocabulary that enable them to engage in local and global issues and when approaching and discussing fiction and nonfiction texts.
- **Thinkers:** We believe that learning is essential for individual development and a thriving and forward thinking community. Learners use language to think critically and creatively; analyze issues, solve problems and act responsibly.



- **Communicators:** Learners express themselves effectively using oral, written, and visual language in different contexts. They communicate their message clearly and can interpret meaning in different texts and contexts.
- **Principled:** We believe that ethical act and transparency is the foundation for building genuine and trusting relationships. Learners act with integrity and honesty when using language and employ it appropriately in their written and oral work.
- **Open-minded:** We believe that embracing our differences makes us stronger. Learners respect and appreciate the linguistic differences in communication styles and use language to explore their own and other people's cultures.
- **Caring:** We believe that giving of oneself enriches us all. Learners are aware of the power of language and use it sensitively, realizing how the use of language can affect others.
- **Risk takers:** Learners challenge themselves to read, write, speak and listen in situations where they are not completely confident.
- **Balanced:** Learners work to enhance both their receptive and expressive language and build both skills equally.
- **Reflective:** Learners reflect on their use of language, the importance of their mother tongue , and their own strengths and weaknesses/ areas of improvement.

Bilingual IBDP and BBS Diploma:

Majority of IBDP students graduate with a bilingual diploma with both English and Arabic from Group 1, Studies in Language and Literature. In addition, students must study two languages (Arabic and English) to qualify for the Bahrain Bayan School graduation requirements and BBS High School Diploma..

Inclusive Access Arrangements in the IBDP:

The IB Diploma Programme Coordinator collaboratively works with the AEA (Additional Educational Assistance) Department to follow up on any needed language Inclusive Access Arrangements and services offered by the IBO to students during the May IB official Examinations of each year.

The Arabic Proficiency Test (APT):

This test is administered once annually in Grades 3, 5, 7, and 9. The test is provided by AVANT. AVANT's proficiency tests are used to measure student learning outcomes, inform program quality, and assist the desired outcome of biliteracy. All AVANT proficiency tests are aligned to the ACTFL Proficiency Guidelines which focus on communicative competence.



Data is collected on students' Reading and Writing performance. The Reading portion of the test is administered on electronic devices and is scored electronically.

The Writing portion of the test requires that each student write on three prompts across three days (one prompt each day) and is double scored by AVANT examiners using a communicative competency rubric. The writing prompts are determined based on each individual student's performance on the Reading portion of the test. The scoring rubric for Writing is provided to students along when they receive their writing prompts.

Language and Admissions to BBS:

For all levels (Primary, Middle School, and High School), all applicants are evaluated in Arabic, English, and Math. Methods of assessments vary for each level grade.

For Primary School: Students are tested in three subjects; English, Arabic, and Math. The English and Arabic tests have three components each. There is reading, spelling, and writing. The math test consists of a mixture of problems students are expected to know at that age.

For Middle and High Schools: Students sit for entrance exams and are evaluated in three subject areas: English, Arabic, and Math. English Reading and Math are computerized tests where the skills are assessed based on international standards (MAPS and PSAT standardized testing to measure language competency and skills level).

AEA Department and Language Support:

The AEA Program (Additional Educational Assistance) Program is available to students who have been identified as needing extra help with their Arabic, English, and Math skills (Refer to BBS Inclusion Policy). Students have to be referred to the AEA Department support program by their teacher using the *RAG system and other referral forms.

These students are closely monitored by the Child Study Team (CST) and AEA team for progress and success in the offered programmes at the school (IB and Non IB).

*RAG: The RAG system is a popular project management method for rating status reports. Basically, it's based on traffic lights using red, amber (yellow), and green to signify different scale ratings.

School Libraries and Innovation Hub:

Our school libraries and Innovation Hub are integral to the teaching and learning process as they include a wide range of literature to support and complement classroom resources and help learners to become autonomous readers. Our libraries offer a carefully selected and regularly updated variety of fiction, non-fiction and periodicals in English, Arabic and some other languages like French.

Our librarians collaborate with IB and Non IB teachers to identify and support students' language and literacy needs and development, provide quality fiction to develop in students the habit and enjoyment of reading for pleasure and to implement inquiry-based programmes that will ensure learners acquire skills to research, analyze, implement BBS and IB Academic Integrity Policy and share their findings.



Additionally, librarians work closely with IB Extended Essay Coordinator and supervisors to better orient IB students about referencing protocols and preferred bibliographic styles.

The Bayan Libraries work school-wide to support student learning goals in both the English curriculum (AERO and IB) and the Arabic National curriculum. In addition to a computer lab and A/V room, the libraries offer electronic databases, local and international periodicals and newspapers, research assistance, SAT Prep books, a growing eBook collection, and nearly 40,000 print books. Additional resources are available, for instance JSTOR, Primary, Middle and High School Online Libraries, Destiny Quest and Tumble books, samples of printed IB Extended Essays and research process material.

During the school year, the libraries host Arabic & English Book Fairs and Book Week events. Librarians collaborate with academic staff to conduct various after school activities that are aimed towards enhancing student academic, language and research skills.

Refer to the school's official website for more information.

Technology Enhanced Learning:

As part of our commitment to prepare our students to lead in an ever-changing global world, Bahrain Bayan School is advancing digital learning across campus. The target is to utilize devices and software that effectively assist in language learning. Each grade level has been targeted differently and an overall plan was set out for the school.

Refer to the school's official website <https://www.bayanschool.edu.bh/> and Bahrain Bayan Dashboard for more information.

Responsibilities of Stakeholders:

The school community has an essential role in developing our school's Language Policy. As a community, our primary responsibilities are: to become informed about the theory, issues and practice of language acquisition and development, to promote and value language development both in the school and in the home. Below is a list practices and responsibilities within the school context which support this belief:

1- Administrators

- Communicate students' performance and encourage parents to plan and make the right decisions that match their children's language level and interests.
- Promote communication with parents concerning students; language development through the use of Arabic and English languages (oral, written and visual).
- Provide a variety of ongoing professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies.
- Provide translations of key documents, and translators where needed.
- Ensure that policies and procedures regarding language acquisition, placement and assessment are developed and implemented, and are regularly reviewed.
- Make sure that BBS language policy is reviewed and revised yearly at the beginning and the end of the school year.
- The Principals of (Primary, Middle and High) Schools are responsible for communicating the language policy to all the school's constituents and stakeholders.

2- Arabic and English Languages Subject Leaders in KG/ Primary/ Middle/ High School

- Support teachers in ensuring proper language development.
- Review and check language curriculum collaboratively with teachers and programmes coordinators
- Support the IB programme Language Course selection process (for IB HS Subject Leaders)
- Collaborate with each other to maintain a seamless language transition between Primary, Middle and High School
- Participate in Language Policy steering committee meetings and provide feedback for improvement and meeting the programmes' stipulated requirements (IB , AERO and Bahrain MOE)
- Monitor and develops the Research Method course offered in Grades HS (HS Subject Leaders).
- Encourage participation in language activities (poetry competitions, inviting guest speakers, students' speeches in graduation and school events, MOE workshops, etc.)
- Make sure teachers and students effectively apply the school's Academic Integrity Policy.
- Hold and share with team members high linguistic and academic expectations for all students.
- Select resources that are linguistically accessible and culturally inclusive.
- Encourage the use of teaching methodologies which support students' linguistic development.
- Collaboratively develop a language continuum scope and sequence based on language offerings.

3-IB Diploma Programme Coordinator:



- Inform students and parents of IB programme offered language options and requirements.
- Communicate with parents and students in both Arabic and English languages.
- Coordinate with the AEA Department any needed Inclusive Access Arrangement for IBDP Year 2 students.
- Make sure that students' language course selection is based on the IBDP rules and regulations.
- Review Language policy in collaboration with the steering committee and make sure it aligns with the IB 2020 Standards and Practices.
- Regular evaluations by the IB coordinator and by the High School Principal, as well as class and school presentations, ensure that teachers are using good practices that support BBS language policy.
- Review and develop IB ATL skills mapping for a proper implementation and development of language learning during the two year programme.
- Consider the role of "agency" in language planning and policy to make sure that language is better conceived, received, resourced, or implemented in the IB programme.
- Collaborate with EE Coordinator, Librarian and language Subject Leaders.

4-Subject Teachers:

- Effectively apply the school's Academic Integrity Policy.
- Encourage Library visits and research process.
- Use proper language mechanics in their communication with parents and students.
- Utilize available language resources (library, online platforms, IB Programme Resource Center, visual aids, etc.) and integrate appropriate technology that enhances language development.
- Assess and evaluate students' language performance and development (formative & summative assessments, entrance exams, etc.)
- Reporting and recording using proper language communication and mechanics (report cards, progress reports, interim reports, emails with school community, etc.)
- Design tasks to empower students in offering oral and written feedback and reflections and discourage the reliance on a digital translation software or program.
- Implement differentiated instructions and activities to meet the language learning diverse needs of the student body within their classes.
- Give ongoing feedback on students' progress in both languages of instruction.
- On-going assessment of student language progress and needs. Each student is assessed in reading, writing, speaking and listening through contributions in all classrooms to make sure that developmental linguistic progress is being made.
- Use scheduled meeting times to meet with the AEA team to appraise individual student's needs.

5- AEA Team (Case Managers and Coordinator):

- Assess the students to understand their level of proficiency.
- Gather background information about the AEA students by meeting the parents and filling in the student needed forms (IEPs, Intervention Plans, etc.).



- Work in conjunction with the class teacher, addressing their language needs and providing social and emotional support, especially during the first months of school.
- AEA teachers liaise with classroom teachers.

6-Students:

- Adhere to the proper implementation and application of BBS Academic Integrity Policy.
- Properly use language skills and mechanics.
- Develop skills required to communicate effectively.

7- Parents:

- Parent body is involved in planning their children's language policy by sharing their knowledge and expertise of their mother tongue and English language through active participation in PTA, school language activities, interviews, CAS activities, and community service.

Parents are an integral part of our community of learners and provide tremendous support for Language Policy at BBS. The school uses many methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. English is the main communication with parents and Arabic is provided when it is preferred by the parent.

Professional Development for Teachers:

BBS is dedicated to the principles of lifelong learning and the improvement of student achievement and skills. We recognize that students learn better when teachers continuously improve their profession. BBS recognizes that administrators, teachers, librarians, AEA team, counselors, and other school staff require professional development in the fields of language learning and teaching. This is achieved through BBS's Tuesday's PD sessions, in-service October School PD workshops, collaborative departmental meetings, in-house PD training, and the yearly school funded PDs (IB and Non IB).

The following are the PD opportunities provided and/or funded by BBS:

BBS is a member of the NESAS (Near East South Asia Regional Council of Overseas Schools) and IB World Schools which provide conferences, workshops and institutes for professional development. They include:

- IB and Non IB Leadership Conferences
- IB and Non IB Teachers Workshops and Conferences
- NESAS/Project AERO collaboratively provided workshops and webinars
- IB official training (face to face, virtual, online and self-paced) for all IB DP teachers in their particular subject group area.



National Requirements:

BBS uses both English and Arabic Languages as languages of instruction, yet, Arabic Language is compulsory for students with Bahraini nationality. In addition, Social Studies and Religion are taught in Arabic language to support the Arabic language and it is a requirement from the Ministry of Education in Bahrain.

Language Policy Revision Process:

This policy is a working document developed by Bahrain Bayan School (BBS) curriculum coordinators (IB and Non IB), administrators, teachers, and finally approved by the Education Committee of the Board. The language policy was devised in consultation with BBS Language Philosophy, and the IB 2020 Standards and Practices.

This document is intended to be used as a guide. It identifies the framework, implementation and application of language learning. Every member of the BBS community is committed to the implementation of the policy to maintain the commitment to the mission and vision of BBS.

Other Policies supported by and supporting the BBS Language Policy:

- Academic Integrity Policy
- Assessment Policy
- Inclusion Policy

Revised by IB Diploma Programme Coordinator, High School Principal and Vice Principal, Director of Academic Affairs, High School Subject Leaders, and Language Policy Steering Committee on September 12th, 2022.

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