



MySchool

Language Policy

Updated:

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MySchool Vision & Mission

Vision:

We go beyond the classic approaches of Education. We offer the most innovative and the latest International Curriculums. We are deep-rooted in our values. We develop critical thinkers and responsible citizens in a peaceful world.

Mission:

MySchool aims to develop an Omani learner who believes in the hopes of the homeland, meets the aspirations of the progress and bears in mind the international changes. A learner who is deep-rooted in the Omani values and heritage, familiar with all the methods enabling to be an inquirer and a long life learner.



Purpose of the Language Policy:

This language policy is a working document developed by MySchool Staff and teachers. It outlines our school's linguistic and academic goals and defines the programme designed to help our students attain these goals.

This policy aligns with the IB PYP, MYP, and DP standards and requirements for language teaching and learning.

This policy is meant to provide an overview and guiding lines for teaching and learning language at MySchool.

Our policy is a statement of agreement as all MySchool community is asked to commit to.

The Language Profile and The Admission Policy



The Language Profile:

Approximately 98% of our students speak Arabic as a mother tongue and English as an additional language. Most of the students are Omani but 10% come from eight different countries.

All administratives speak Arabic and English. Approximately 50 % of the teaching staff are English speakers and the rest of them are Arabic speakers but the majority are fluent in at least one other language.

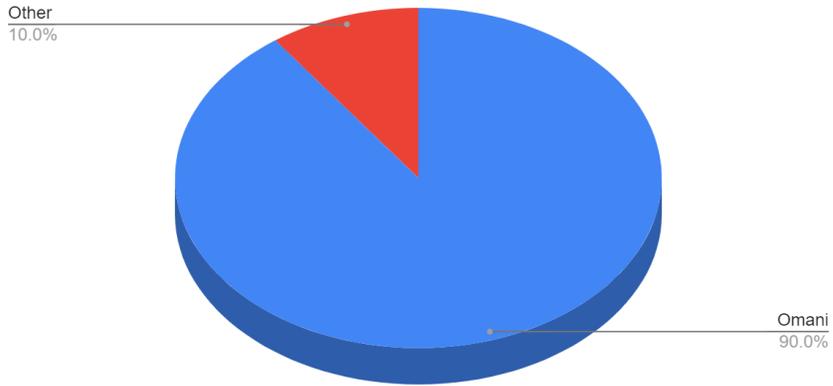


Figure 1: MySchool Students' Nationalities

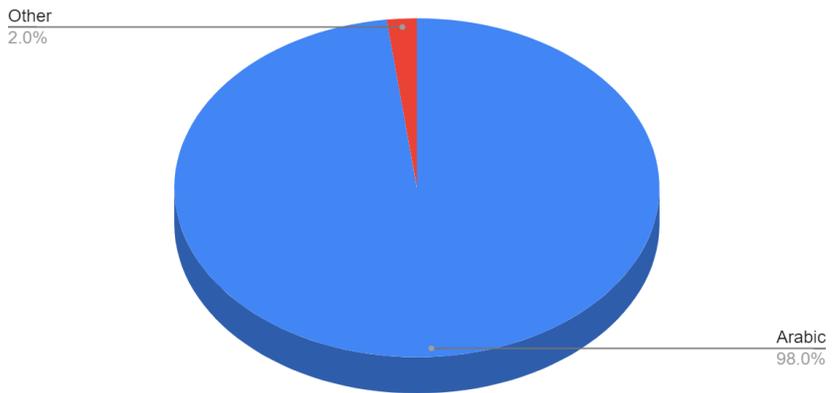


Figure 2: Students' Mother Tongue

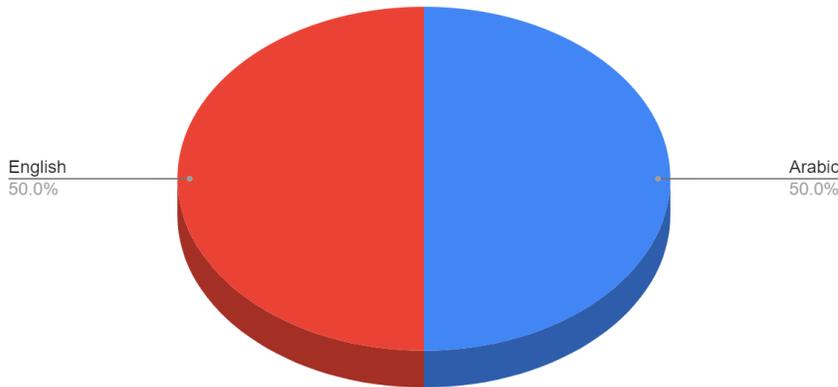


Figure 3: Staff Fluency

The Admissions Policies:

Applicants are required to complete a placement test that would indicate their proficiency in the Arabic and English Languages. In English, the placement test spans the levels from starter to advanced based on the Common European Framework of Reference (CEFR). When a student earns 90-100% of the score, they will be assigned to the placement test for the higher level. On the contrary, when a student earns less than 50%, they will be assigned to the placement test for the lower level.

A replacement test is conducted at the beginning of the academic year to re-check the students' linguistic abilities. Moreover, achievement tests are held at the end of the academic year to gauge student learning and progress. The results are analyzed to inform future decisions.

All the teachers must follow the literacy framework of the school. It stipulates all the linguistic aspects of students' literacy progress from Grade 1 to Grade



12. It also encompasses the requirements for IB official exams on students' educational pathways. Professional development is in effect in this regard as well.

Philosophy

MySchool aim is to assist learners to refine the linguistic skills they need in the 21st century. This aim is obtained by utilizing the PYP, MYP, and DP language (and literature) objectives. Learners are encouraged to use written language as a means for expressing themselves powerfully, purposefully, and creatively while reflecting on their learning and connecting to the world.

All International Baccalaureate learners are encouraged to illustrate the Learner Profile characteristics to become lifelong learners. In all PYP, MYP, and DP classes, learners read, speak, write, listen, and employ the inquiry-based approach of the MYP curriculum framework to become better communicators in a multilingual world.

The purpose:

The purpose of the language policy is to outline:

- The support of the mother tongues.
- The instructions of the Language at MySchool.
- The support of learning of the host country or regional Language and culture.

What is the role of Language?

“In the case of IB Programmes, the role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural, international-mindedness and global citizenship” from Language and learning in IB programmes, published in September 2011, updated August 2014.

The definition of terms of languages at MySchool?

Mother tongue:

is the language which the learner uses at home and or outside of the classroom/school environment. It is also known as the first or native or heritage language. All the Arabic-speaking students are supported by Oman's Ministry of Education curriculum. Non-Arabic-speaking students are supported by the LRC resources in their mother tongue.

Language and Literature in MYP (also Language A: Studies in Language and Literature in DP):

is one of the eight subject groups taught in the Middle Years Programme (MYP) and Diploma Programme (DP). It is the formal teaching language and is officially recognized as Arabic/English Languages.

In the DP, at least one language (Arabic and/or English) is taught at the Higher Level (HL) to ensure the optimum requirements of the IB. Noteworthy is the fact that all the universities/colleges in Oman require a high level of English proficiency. Both languages are included in case of full DP to ensure the achievement of the bilingual DP Certificate.

Language Acquisition in MYP (also Language B in DP):

is one of the eight subject groups taught in the Middle Years Programme (MYP) and Diploma Programme (DP). It is the formal teaching language and is officially recognized as French/Mandarin languages.

The language Instruction in the Middle Years Programme (MYP) and the Diploma Programme (DP):

Language is a vital connection element across the curriculum and the school community. Here is how MySchool fosters language across the subject groups:

Language and Literature (or Language A in DP):

All learners take Language and Literature in English and Arabic, regardless of their mother tongue. All learners from MYP 1 - 5 are learning and deepening their understanding in English via “MYP By Concept” By Hodder in Language and Literature through the conceptual framework of the Middle Years Programme (MYP). All learners from MYP 1 - 5 are learning and deepening their understanding in Arabic via the Ministry of Education Arabic Curriculum. Accordingly, learners receive language instruction 5 * 50 minutes per week.

In the DP, in addition to the latest reference books, the works are chosen from the Prescribed Reading List. At the Standard Level (SL), students have 3*50 minutes sessions while at the HL,

this is increased to 4 per week. In case of students' desire to study a language other than English and Arabic, a self-study course will be provided after scrutinizing the context and requirements.

Language Acquisition (or Language B in the DP)

All learners from MYP 1 - 5 take French and Mandarin Chinese and French through Language Acquisition. The students who are neither native speakers in English nor Arabic take “ MYP by Concept “ as English Language Acquisition and Arabic Language Acquisition via the Ministry of Education Arabic Curriculum. Accordingly, learners receive language instruction 2 * 50 minutes per week.

No language carousel courses are offered since all students are exposed to the additional languages under study early on in lower grades. Moreover, students will not be grouped proficiency-wise in more than two years. The groupings will be as follows:

- beginner: phases 1 and 2,
- intermediate: phases 2 and 3 or phases 3 and 4, and
- advanced: phases 4 and 5 or phase 5 and 6.

In Phase 6, literary skills are part of the curriculum as well. Teachers put all the students in the lower phase before deciding to group them into two phases.

In the DP, if the student has already reached Phase 4 in MYP Language Acquisition (French/Mandarin). Language B will encompass all the five themes and as many as the recommended topics as possible. No Language B Ab Initio is provided due to the strain it may put on the school system for now.

Other Subjects group language of instructions:

Arabic is the language of instruction for the following subjects: Individuals and Societies (Social studies and Islamic studies), Physical and Health Education and Arts (Music/Visual Arts).

English is the language instruction for Mathematics, Science, and Design.

Language of Instruction Development Support

Based on the school's *Learning Diversity & Inclusion Policy*, students are assigned to extra support through the SEN Process and all the relevant guidelines there as well as the intervention and literacy framework of the school. This cuts across all the provided IB programmes, and in all the subjects, especially those related to language and literature.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

While all the teachers are responsible for students' language development (especially language acquisition and language and literature teachers), specialist subject teachers are responsible for students' CALP development. The programme coordinators and subject HODs are responsible for all the training, planning, and monitoring that may be required in this regard.

Communication Strategies

This Language Policy will be posted on the school website, on the ManageBac platform. It will be discussed with the school community (students and parents) during the parent-meeting conference and referred to often throughout the school year when the opportunity arises.

The Role of Parents and Legal Guardians

- Mother tongue: Provide students with support, input, and necessary materials in line with the school and IB policies and guidelines.
- Language of instruction: Understand and comply with the school's SEN procedures.
- Additional languages: Choose or help their kids in choosing the desired additional language and cooperate with the school in this regard

Reviewing the Language Policy

The Language policy will be reviewed once a year to bear up with changes in students' requirements and the perceived effectiveness of the policy. This policy shall be reviewed before the start of each new academic year. The academic team comes together and takes reflection upon the previous



academic year and recommends and makes changes to benefit all the school community. The decision taken by the educational team would be final and binding upon all. All the relevant IB publications and developments are taken into consideration.



References:

- *Programme Standards and practices. International Baccalaureate Organization, 2014.*
- *Language and Learning in IB programmes. International Baccalaureate Organization, Sept. 2011.*
- *Learning in a language other than mother tongue in IB programmes. International Baccalaureate Organization, April 2008.*
- *Middle Years Programme MYP: From principles into practice, Published May 2014 Updated September 2014, September 2017*
- *language and learning in IB programmes, Published September 2011, updated August 2014*
- *DP subject briefs and guides*

