

KING DAVID ACADEMY



IB DIPLOMA PROGRAMME LANGUAGE POLICY

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INTRODUCTION

This document was developed by a committee of teachers of English Mr.Okumu, Miss Alinda the Heads of the Department of Language, and the IBDP coordinator and reviewed by the Principal and Head of the Centre. The IB “Guidelines for Developing a School Language Policy” and IB “Programme Standards and Practices” were consulted in creating this policy.

1. Purpose of this document

Since language is a means of communication and is crucial to the educational process, the primary purpose of this document is to outline the objectives for language teaching and learning and the practices adopted by the school to achieve and evaluate these objectives. Concerning student language development, the following goals should be pursued:

- Students can communicate effectively in more than one language.
- Students develop receptive, productive, and interactive language skills concurrently.
- Students can use language for a variety of purposes and in a variety of contexts.
- Students develop their understanding of literature and appreciation for it.
- Students can use the language to explore different concepts, and perspectives and build intercultural understanding.

2. The school language philosophy

The policy reflects the school’s language philosophy which places language development as the focal point of the school’s educational activity. Offering bilingual education to students of various nationalities, King David Academy facilitates and appreciates students’ engagement in foreign language learning as a means of enhancing intercultural communication as well as a means of acquiring knowledge.

Our learners study English as a second language and they are also encouraged to learn French in addition to English.

3. English as a Language of Instruction

English serves as the primary medium of communication throughout the school environment, acting as a unifying factor among multicultural students and promoting ethical inclusivity. For IB Diploma Programme classes the language of instruction and learning is English for all subjects except French B, French Ab initio– where the language of instruction is French.

4. Language development – Language Learning Principles

According to the IB principle, all teachers are equally responsible for students' language development. The learner must be allowed to develop all language skills concurrently and expand their vocabulary and grammar structure range not only in foreign language classes. Therefore, each teacher should bear in mind that they all equally contribute to their students' language development and should plan the teaching in such a way that addresses both subject content and the use of the language.

5. DP language courses offered by the school

Group 1: Studies in language and literature – English A

Students who are proficient in the language and have a deeper exploration of literature and language (Students who have previously studied English as a first language at the IGCSE level) can enroll for English A language and literature either in SL or HL.

Students who do not have a firm background in English (Students who have previously studied English as a second language at the IGCSE level) will be registered for English A language and literature in SL with additional school support. In such a case the school will provide the student with a Support staff who is a Language A teacher at the school to help them gain competence in English. In addition to this, the school is considering offering English as a first Language at the IGCSE level to ensure that they acquire the skills and competence when joining the IB Diploma Program.

Group 2: Language acquisition

The school will offer English B at both Standard Level (SL) and Higher Level (HL) and French Ab initio and French B. French is one of the subjects taught at IGCSE and all learners are encouraged to do it from Nursery and Primary up to High School and most of our learners will not find difficulty doing it as French A. The school will also encourage learners from non-French backgrounds to do French Ab initio and French B to promote bilingualism. The offer will be further expanded with German and Mandarin in the future.

Students who are taking IGCSE French may opt for French B. Those from a Francophone background or those planning to attend French-speaking universities are encouraged to choose French B. French Ab Initio is recommended for students with no prior knowledge of French.

6. Second language teaching

As a second language, students may study English B at either SL (3 hours a week) or HL (4 hours a week). The goal for our students is to become proficient in English by the time they have completed secondary education. With this in mind, students are exposed to a variety of teaching methods and techniques, used in various contexts, supported by different teaching aids and resources, that aim at developing all aspects of language competence to ensure they become what IB expects them to be – communicative, internationally-minded young people who can use a language for many purposes, with a clear intention and achieving the intended result. Developing English is crucial in the case of our school where it's the language of instruction in the DP. Therefore, English will be developed across different disciplines, will serve as a means of communication, and as a working language at the school as it will fulfil the school's mission.

7. Promotion of Kinyarwanda and Rwandan Cultural Heritage

As part of our commitment to cultural diversity and national identity, King David Academy recognizes the importance of Kinyarwanda as the mother tongue and national language of Rwanda. In alignment with our school's mission and the IB philosophy of promoting intercultural

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understanding, the school will offer Kinyarwanda as a subject at appropriate levels of study to students. This initiative aims to:

- Reinforce students' cultural identity and pride in their heritage.
- Enable students to learn their mother tongue in class.
- Foster deeper understanding and appreciation of Rwandan history, literature, traditions, and values.
- Support students who may come from multilingual homes but identify with Kinyarwanda as their primary cultural language.

Kinyarwanda instruction will be delivered by qualified language educators and integrated with cultural learning experiences such as traditional music, oral storytelling, proverbs, poetry, and community involvement. Additionally, learners will be encouraged to use Kinyarwanda during designated school events, cultural exhibitions, and community outreach programs to enhance language use and cultural immersion.

This inclusion ensures the school continues to nurture internationally minded learners while affirming their local and national identity, contributing meaningfully to both global and Rwandan communities.

8. Language Support for English Language Learners.

IB students must demonstrate a high level of language proficiency in reading and writing in English to be successful in the program. Students' English language skills are assessed upon application to the program and are taken into consideration for admission. Those students who are accepted, and who are English Language Learners will have been formally identified on their student profile according to our application procedures. If there is a need, these students will receive language support from individual classroom teachers as well as assessment accommodations.

9. Professional Development for Teachers

We recognize that administrators, teachers, librarians and other school staff require professional development in the fields of language learning and teaching. This is achieved through official IB training, and through PD at the board, school, or department level. For example, teachers receive opportunities for learning about language development, strategies for supporting English Language Learners, and fostering language diversity and intercultural awareness.

9. Links to other school policies

This policy has been produced in alignment with the school's DP admissions policy, assessment policy, and inclusion policy.

Admissions policy – Since English is the main language of instruction in DP classes, students take a written language placement test in English to estimate their level of proficiency, followed by an interview in English. If the level is lower than required, students are allowed to attend a language course with the assistance of teachers of English to improve their skills and expand their vocabulary range to be able to attend DP classes.

Assessment policy – At all stages of the course both formative and summative assessment will be done in English. Also, teachers are required to employ criteria-based assessment for all DP subjects.

Inclusion policy – During all classes teachers are required to apply differentiation strategies for SEN learners to respond to their individual educational needs and to facilitate their learning.

10. English Language Policy review:

The policy is subject to review every year to ensure it aligns with the school language profile, other school policies to the Diploma Programme, and all relevant documentation published by the IB. The policy will be reviewed at a general meeting of the DP Faculty held yearly and any observations or suggestions from the DP staff shall be communicated to the DP Coordinator.

11. Communication of the school's language policy

At the beginning of DP Year 1 students and their parents/legal guardians will be presented with the policy provisions during a meeting held for this purpose. They will have the opportunity to read the policy, have it explained by the DP Coordinator and also, they will be able to reflect on it and ask questions for more clarity.