

Arabian Education Development Al Ittihad Private Schools



Language of Instruction Policy For English Medium of Instruction (EMI) Subjects *AY 2025-2026*



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I. Introduction

This Language of Instruction Policy establishes the guidelines for language usage in instruction across the AL Ittihad Private Schools (IPS), ensuring alignment with the educational standards and requirements of American curriculum schools in the United Arab Emirates. It adheres to the compliance frameworks set by ADEK, KHDA, and the UAE School Inspection Framework, particularly Standard 1 (Students' Achievement) under Indicators 1.1 (Attainment), 1.2 (Progress), and 1.3 (Learning Skills). The policy supports the effective implementation of English as the medium of instruction for core subjects, fostering language proficiency and academic excellence in students.

1.1. Aim

The policy aims to standardize the use of English as the language of instruction in all English Medium subjects to enhance students' academic performance, ensure their readiness for national and international standardized assessments, and develop essential linguistic skills necessary for higher education and future career opportunities.

1.2. Mandates on the Use of English in Instruction

The use of English as the primary language of instruction in American curriculum schools is a fundamental requirement set by regulatory authorities in the United Arab Emirates. To ensure consistency, quality, and alignment with international educational standards, ADEK, KHDA, and the UAE School Inspection Framework (USIF) have established clear directives that mandate the use of English in core subjects. These mandates aim to enhance student achievement, promote academic rigor, and prepare students for standardized assessments at both national and international levels. By enforcing language proficiency requirements for both students and educators, these regulations support the overall educational framework in the UAE, ensuring that learners develop the necessary linguistic competencies for academic and professional success.

Students are required to communicate exclusively in English during English Medium subject lessons (e.g., Science, Math, Social Studies, ICT). Non-compliance with this policy will be addressed through structured interventions, including student reminders, parental communications, and, if necessary, disciplinary actions.

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1.3. UAE School Inspection Framework

The UAE School Inspection Framework (USIF)¹, utilized across various emirates, emphasizes the importance of language proficiency in evaluating student achievement. It outlines performance standards and indicators that assess students' attainment and progress in key subjects, in the section *Judging students' attainment, progress and learning skills*, mandates that: *Attainment and progress will be evaluated in listening, speaking, reading, and writing*.

1.4. Knowledge and Human Development Authority (KHDA) – For Dubai Schools

For American curriculum schools in Dubai, the KHDA specifies in section The Requirements of US Curriculum Schools², that : *English must be the language of instruction in the school and Curriculum expectations must meet or exceed the US Common Core Standards for English Language Arts*.

These requirements ensure that the medium of instruction aligns with international standards and adequately prepares students for global competencies. This comprehensive evaluation underscores the critical role of English language proficiency in students' overall academic performance. These directives from the KHDA and the UAE School Inspection Framework highlight the mandated use of English as the medium of instruction in specific educational contexts, ensuring consistency and quality in language education across schools in the UAE.

1.5. Abu Dhabi Department of Education (ADEK) – For Abu Dhabi Schools

The Abu Dhabi Department of Education and Knowledge (ADEK)³ mandates that *All students in Grades 3 – 9 enrolled in U.S. curriculum have to take NWEA MAP® or Iowa Assessments in English (Reading/Language Usage), Mathematics, and Science*. This requirement underscores the emphasis on English as the medium of instruction for these subjects.

The directives set forth by ADEK, KHDA, and the UAE School Inspection Framework emphasize the critical role of English in ensuring high educational standards across American curriculum schools in the UAE. By mandating English as the language of instruction, assessing student attainment and progress in language proficiency, and setting clear expectations for curriculum alignment, these regulatory bodies ensure that students are well-equipped for global academic and professional opportunities. The implementation of

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standardized assessments further reinforces the importance of English proficiency in student learning and overall academic success. These policies collectively contribute to a unified approach to language instruction, fostering excellence in education while upholding the best international practices in teaching and learning.

II. Objectives

The objectives of this policy are designed to ensure the effective and consistent use of English as the medium of instruction across all relevant subjects. These objectives align with the educational standards set by ADEK, KHDA, and the UAE School Inspection Framework to enhance student achievement, progress, and learning skills. By establishing clear goals, the policy aims to equip students with the necessary language proficiency to excel in their academic journey, perform well in standardized assessments, and meet the national and international benchmarks required for higher education and career readiness. This section outlines the key objectives that support the successful implementation of English as the language of instruction while reinforcing the overall academic framework of the school.

2.1 This Policy Ensures That

- The language of instruction across all English Medium subjects is consistently and effectively implemented in accordance with the American curriculum requirements.
- Students are well-prepared to sit for international standardized exams such as Advanced Placement (AP), Scholastic Aptitude Test (SAT), Test of English as a Foreign Language (TOEFL), and International English Language Testing System (IELTS).
- Students meet national assessment requirements, including the National Agenda Parameter Assessments (Measures of Academic Progress (MAP), Programme for International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS), and Trends in International Mathematics and Science Study (TIMSS)).
- Summative assessments and curriculum-aligned evaluations in schools are conducted effectively, ensuring language proficiency does not hinder student performance.

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- The policy aligns with ADEK's and KHDA's directives for ensuring language competency and academic rigor in English Medium of Instruction (EMI) subjects.
- Students develop advanced literacy and communication skills necessary for academic success and lifelong learning.

2.2 Addressing Key Focus Areas

To ensure the successful implementation of the policy, it is essential to focus on key areas that directly impact student learning, assessment outcomes, and curriculum alignment. These focus areas provide a structured approach to maintaining high standards of English language instruction, ensuring that students develop the necessary linguistic competencies for academic success. By addressing curriculum alignment, language proficiency development, assessment readiness, professional development, and monitoring mechanisms, the policy establishes a framework for continuous improvement and compliance with ADEK, KHDA, and the UAE School Inspection Framework. This section highlights the critical aspects that schools must prioritize to uphold language standards and enhance students' learning experiences.

2.3 The Policy Focuses on the Following Key Areas

- *Curriculum Alignment:* Ensuring that instruction in English Medium subjects strictly follows ADEK, KHDA, and UAE School Inspection Framework requirements to maintain high attainment and progress levels.
- *Language Proficiency Development:* Supporting students in achieving the required proficiency levels in reading, writing, listening, and speaking to enhance learning and comprehension across all EMI subjects.
- *Assessment Readiness:* Preparing students to excel in standardized exams and national assessments by integrating language development strategies within the curriculum.
- *Professional Development:* Equipping educators with training on effective language instruction strategies, assessment preparation, and best practices for English language integration in subject-specific instruction.

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- *Monitoring and Compliance:* Establishing clear accountability mechanisms to ensure the effective implementation of the policy across schools.

III. Roles & Responsibilities

The effective implementation of the Language of Instruction Policy requires the collective commitment of all educational stakeholders within the school. Each role contributes to maintaining high standards of language instruction, ensuring that students achieve the required proficiency levels necessary for academic success. This section outlines the specific responsibilities of teachers, lead teachers, section principals, the vice principal, and the school principal in ensuring the consistent and effective use of English as the medium of instruction. Through collaborative efforts, these roles support student learning, assessment readiness, and compliance with regulatory expectations set by ADEK, KHDA, and the UAE School Inspection Framework.

3.1 Teachers of English Medium of Instruction Subjects

Teachers play a fundamental role in delivering high-quality instruction in English. They are responsible for ensuring that students develop the necessary language skills to engage with subject content effectively. By integrating language development strategies into their teaching practices, they facilitate students' comprehension, communication, and academic success.

Key responsibilities include

- Delivering instruction in English, ensuring clarity, coherence, and engagement in lessons.
- Implementing best practices in language acquisition strategies to support student understanding.
- Integrating academic vocabulary development within subject-specific lessons.
- Monitoring and assessing students' language proficiency in alignment with curriculum expectations and standardized assessment requirements.
- Providing targeted support for students struggling with English proficiency.

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3.2 Lead Teachers of English Medium of Instruction Subjects

Lead teachers serve as instructional mentors, guiding and supporting subject teachers in implementing effective English language instruction. They ensure consistency in teaching practices, curriculum alignment, and student assessment readiness. Their leadership fosters a culture of continuous professional growth and instructional excellence.

Key responsibilities include

- Guiding and supporting teachers in implementing effective English language instruction methodologies.
- Ensuring curriculum alignment with standardized assessment requirements.
- Conducting professional development sessions focused on enhancing English language teaching within EMI subjects.
- Providing instructional coaching and feedback to improve classroom delivery.

3.3 Section Principals

Section Principals oversee the implementation of the language of instruction policy within their respective sections, ensuring that all teachers adhere to instructional language requirements. Their role involves monitoring teaching practices, assessing student progress, and providing necessary interventions to maintain high academic standards.

Key responsibilities include

- Overseeing the implementation of the language of instruction policy within their respective sections.
- Ensuring consistency in instructional language practices across all EMI subjects.
- Monitoring student progress and attainment related to language proficiency and assessment performance.
- Supporting teachers in addressing language-related learning challenges.

3.4 Vice Principal

The Vice Principal plays a supervisory role in ensuring school-wide adherence to the language of instruction policy. By coordinating with section principals and lead teachers, they oversee instructional effectiveness, curriculum implementation, and student

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achievement related to language proficiency. Their role also includes data-driven decision-making to enhance policy effectiveness.

Key responsibilities include

- Supervising school-wide adherence to the language of instruction policy.
- Coordinating with section principals and lead teachers to ensure policy effectiveness.
- Analyzing student performance data to inform policy adjustments and instructional improvements.
- Overseeing professional development initiatives related to English language instruction.

3.5 School Principal

The School Principal provides strategic leadership to uphold the policy's implementation across all subjects and grade levels. They ensure that language instruction practices align with ADEK, KHDA, and the UAE School Inspection Framework requirements while fostering a culture of continuous improvement. Their role is crucial in resource allocation, stakeholder engagement, and policy enforcement.

Key responsibilities include:

- Providing strategic leadership to uphold the policy's implementation across all subjects and grade levels.
- Ensuring compliance with ADEK, KHDA, and UAE School Inspection Framework requirements.
- Allocating resources for professional development and curriculum enhancement related to English language instruction.
- Engaging with parents and stakeholders to reinforce the importance of English language proficiency in academic success.

By defining these roles and responsibilities, the policy ensures a structured approach to maintaining high standards of English language instruction, ultimately fostering improved student outcomes and compliance with regulatory expectations.

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IV. Teacher Strategies

Teachers should actively encourage student participation in English by modeling proper usage, providing structured speaking opportunities, and reinforcing the expectation that all academic discussions must take place in English. To ensure consistent implementation, teachers should:

- Use positive reinforcement (e.g., verbal praise, participation points, class incentives) to encourage English use.
- Establish and communicate clear classroom norms that English is the default language for all subject-related discussions.
- Create engaging speaking activities such as discussions, debates, and collaborative tasks that require English communication.
- Prompt and correct students in a supportive manner if they revert to another language, encouraging self-correction and rephrasing in English.
- Incorporate structured peer interactions like think-pair-share, group presentations, and inquiry-based learning to build students' confidence in speaking English.
- Monitor and address non-compliance consistently by reminding students of expectations, providing additional language support, and involving parents if necessary.
- Model the expected language use by ensuring teachers consistently use academic English and avoid unnecessary code-switching.

V. Monitoring & Enforcement

The implementation of this policy will be monitored through classroom observations, student engagement evaluations, and teacher feedback to ensure both teachers and students adhere to the English language instruction requirement. Non-compliance by teachers will result in intervention strategies such as targeted professional development, coaching, and performance reviews.

Students who fail to use English in designated subjects will receive structured corrective actions, including reminders, parental communication, and additional language support where needed.

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VI. Implementation & Stakeholder Accountability

The successful execution of this policy requires the commitment of all educational stakeholders, including teachers, lead teachers, section principals, the vice principal, and the school principal. Ensuring compliance with ADEK, KHDA, and the UAE School Inspection Framework mandates is essential for maintaining high academic standards and fostering English language proficiency among students.

To ensure the consistent and effective implementation of this policy, the following monitoring mechanisms will be used:

- *Lesson Observations:* Regular walkthroughs and formal lesson observations will be conducted to assess adherence to English as the medium of instruction. Observations will focus on both teacher delivery and student engagement to ensure full compliance.
- *Student Engagement Checks:* Classroom discussions, group activities, and student-teacher interactions will be monitored to verify that English is consistently used in all English Medium subjects.
- *Periodic Compliance Reviews:* Section principals and academic leadership will conduct scheduled evaluations of implementation progress, identifying gaps and ensuring alignment with policy expectations.
- *Teacher Feedback & Support:* Regular professional discussions, coaching sessions, and training will be provided to address challenges, reinforce best practices, and maintain consistent language use.
- *Data-Driven Monitoring:* Trends in student language proficiency, teacher adherence, and assessment outcomes will be analyzed to identify areas requiring additional support or intervention.

By implementing these systematic monitoring strategies, the school ensures continuous improvement, compliance, and accountability at all levels. Section principals, lead teachers, and school leadership will actively oversee policy enforcement, with structured follow-ups and corrective actions implemented where necessary.

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VII. References

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Date created: Academic Team

Date reviewed: February 2025