



Madrasah Aljunied Al-Islamiah

Language Policy

1. Introduction

1.1 Madrasah Aljunied Al-Islamiah (MAA) provides a holistic, integrated learning experience to develop future religious leaders of quality for Singapore. The school comes under the ambit of the Islamic religious council of Singapore, MUIS and is registered under the Education Act.

2 Curricular Philosophy and Desired Outcomes:

2.1 The philosophy of our curriculum is to provide “An integrated and holistic learning of Islamic and Intellectual sciences, rooted in the Qur’an & Sunnah, which inspires thinking, inquiry, creativity, innovation and inculcates deep-seated ethos for continuous learning and service to humankind”.

2.2 The desired outcomes of madrasah education (DOME) in Singapore is to nurture a madrasah graduate who is:

2.2.1 *spiritually profound and well-balanced Muslim who is rooted in Islamic traditions which include a deep internalization of the Qur’an and Sunnah and exhibits positive moral character and behaviour.*

2.2.2 *committed learner who has a keen spirit of inquiry, a passion for reading and strives for excellence in his or her learning endeavour.*

2.2.3 *socially-conscious citizen who is sensitive to the concerns of the local, possesses a global mindset and possesses a strong ethos of service to humankind.*

2.2.4 *dynamic person who thinks independently and critically, innovative and creative in finding new solutions to problems with the courage to depart from conventions, embraces diversity and is able to inspire others to do good.*

2.2.5 *responsible and progressive leader who is conscientious, has a high level of integrity and astute moral judgment and constantly seeks new ideas and opportunities.*

2.3 In Madrasah Aljunied Al-Islamiah, its Language Policy is drawn in a way that provides a framework for ensuring that the teaching of languages are in alignment with the school vision and mission, which are as follows:

Vision

Nurturing Global Islamic Scholars and Leaders

Mission

1. To produce Taqwa scholars, who will lead the local and global communities.
2. To provide students with a balanced, holistic and dynamic educational experience.
3. To empower students with knowledge, skills and values that are purposeful and relevant.
4. To become an exemplary Islamic educational institution that develops and enhances its students' potential.

3 National Mother Tongue Language (MTL) Policy

3.1 Based on the national bilingual policy of the Ministry of Education, all students in Singapore are required to study their respective official MTL. In general, students who are of Chinese, Malay and Indian ethnicity are required to study Chinese, Malay and Tamil respectively. Those with severe and certified learning disabilities will be exempted altogether from MTL requirements subject to approval by the Ministry of Education.

4 MAA Language Philosophy

4.1 Madrasah Aljunied Al-Islamiah is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness. MAA comprises students from a variety of cultural and linguistic backgrounds. The MAA Language Policy defines the way in which MAA provides support for the implementation of its programmes in different languages.

4.2 The English language is the lingua franca in multi-cultural and multiracial Singapore. An understanding of the Mother Tongue Language, in line with Singapore's Bilingual Education Policy, serves to preserve our multi-cultural heritage and deepen our socio-cultural interactions.

4.3 As future religious leaders of the Muslim community, mastery of an additional language, the Arabic Language, is a necessary aspect of language learning in the madrasah and puts the students in good stead, both locally and globally. The madrasah aspires for its students to be proficient in the three languages offered, to provide its students with the variety of experiences and options that multilingualism offers. This is also to engender the spirit of multiculturalism and international-mindedness.

5. MAA Language Profile

4.1 The language profile of MAA students is as follows:

4.1.1 The students are mostly Singapore Citizens, with some Singapore Permanent Residents who enter MAA from the madrasah primary schools after the Primary School Leaving Examination (PSLE)

4.1.2 The language of instruction in the primary school is English.

4.1.3 The Mother Tongue Language that students learn prior to joining MAA is Malay.

4.1.4 In primary school, students were also exposed to the Arabic language as another key language of instruction for the Azhar 2.0 programme that all students undergo in the madrasah.

5 Languages offered at MAA

5.1 Based on a strong national emphasis on bilingualism and coupled with the madrasah's mission of developing students proficient in Arabic, all students undergo a robust curriculum that prepares students for the following:

5.1.1 English, Malay (MTL) and Arabic, for the national GCE O level examinations;

5.1.2 English, Malay and Arabic, for the International Baccalaureate Diploma Programme (IBDP); and

5.1.3 Arabic, for the *Aliah* pre-university examination meant for placement at universities in the Middle East and Malaysia.

5.2 Through a robust 6-year curriculum in English, Malay and Arabic, MAA students become fluent in the academic languages or discourses of several subject disciplines. All teachers in MAA are language teachers and have a responsibility to develop student language capabilities in disciplines that they are teaching.

5.3 Students are provided with various platforms within the instructional and non-instructional programme frameworks to exercise and celebrate their ability to speak, listen, read and write in the three main languages offered. Such platforms include sharing at daily morning assembly sessions, making presentations at the weekly school assembly programme, commemoration of language weeks and publishing of good essays for students to read.

6 Languages offered at respective levels in MAA

6.1 The following table shows the breakdown of the languages offered at respective levels in MAA:

Year	Teaching of English Language	English Language as Medium of Instruction	Mother Tongue Language	Arabic Language as Subject or Medium of Instruction
Secondary 1 – 4 (National syllabus)	English Language	<ul style="list-style-type: none"> Mathematics Combined Sciences Combined Humanities 	<ul style="list-style-type: none"> Malay Language Islamic Religious Knowledge 	Arabic Language
Secondary 1 – 4 (school-based Azhar 2.0 syllabus)	Nil	Islam & Society Islamic History	Nil	<ul style="list-style-type: none"> Fiqh Studies Quranic Studies Prophetic Traditions Islamic Theology
Pre-University 1 - Pre-University 2 (Azhar 2.0 programme for all students)	Nil	Islam and Society (school-based curriculum)	Nil	Arabic Language is the medium of instruction for all subjects offered.
Secondary 3 – 4 (pre-IBDP school-based curriculum for selected cohort)	English Language	<ul style="list-style-type: none"> Mathematics Science Critical Thinking 	Malay Language	Arabic Language
Years 5 – 6 (IBDP cohort)	Group 2: English B	<ul style="list-style-type: none"> Group 3: Global Politics Group 4: Environmental Systems and Societies Group 4: Chemistry 	Group 1: Malay A	Group 2: Arabic B

		<ul style="list-style-type: none"> ● Group 5: Mathematics ● Group 5: Mathematical Studies ● TOK ● CAS 		
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Table 1: Languages offered at respective levels

7 Language Requirements for Promotion and Selection within MAA

7.1 Due to its strong emphasis on language mastery, MAA has specific language requirements that students need to meet to qualify for promotion to applicable levels of study and/or for selection into the IBDP track at the end of Secondary 2.

7.1.1 For promotion within the Azhar 2.0 – GCE O level Programme

- English - $\geq 50\%$
- Arabic - $\geq 60\%$

7.1.2 For selection into the Azhar 2.0 – IBDP Programme

- English $\geq 70\%$
- Arabic $\geq 70\%$

8 Language Requirements for Admissions to Local, Malaysian and Middle Eastern Islamic universities

8.1 Students are required to meet the respective requirements for admission to local, Malaysian and Middle Eastern universities by having at least one of the following:

8.1.1 Local and Malaysia (academic programmes) – A good pass in English and Malay (MTL) at the IBDP examination

8.1.2 Malaysia (Islamic universities) – A good pass in English at the IBDP examination

8.1.3 Middle East – Obtain a minimum of 50% pass in Arabic Language in the madrasah's Aliah programme; or

8.1.4 Exemption from MTL approved by Ministry of Education for local universities.

8.2 Students who are unable to fulfil the subsidiary-language requirement for admission but satisfy all other admission requirements, may be admitted to local, Malaysian or Middle Eastern universities on a provisional basis. During the course of study, students may be required to attend the language course conducted by the university.

9 *Holistic approach to language development of students*

9.1 The English language is used as the medium of instruction for all subjects in MAA, except for Malay Language, Arabic Language and Islamic subjects offered. The English language is the working language in which the organisation communicates with its local stakeholders. Nonetheless, MAA adopts a holistic approach to language learning, where students learn to analyse a variety of real-world issues, via multiple perspectives vis-à-vis different languages learned.

9.2 Developing multilingualism will allow for the students to be empathetic and respectful and promote the communication of their views effectively through various platforms. In particular, subjects like English Language, Malay Language, Arabic Language, Global Politics and Islam and Society set the foundation for students to become inquiring learners and critical thinkers who can analyse and evaluate multiple perspectives, and develop as effective communicators in the use of the standard English, Malay and Arabic languages.

9.3 The English, Malay and Arabic curricula help students develop sensitivity to the nuances of the languages as well as identify and explore different ways in which texts convey complex ideas and cultural paradigms. The school focuses on Purpose, Audience and Context as a framework in language learning to enhance multicultural awareness and understanding. In the process, students are engaged in various platforms to express their ideas in speech and writing. Opportunities are also provided for integrated language lessons through translation exercises in

Arabic lessons. In the Arabic Language programme, the school uses e-books as a means of harnessing technology for effective teaching and learning.

9.4 To support students who are not proficient in language acquisition and development, the school provides differentiated instruction to further support students through small group intervention and consultation with teachers outside normal curriculum time.

9.5 Assessment is aligned with the curriculum to support teaching and learning. Various literary forms are used as part of authentic assessment to support language development including the following: diary, blogs, argumentative and persuasive writing, informal letters and emails, interviews and debates as well as podcasts and news report.

10 *Strategies to support teachers in their contribution to the language development of students*

10.1 MAA is committed to providing the following support to teachers for their contribution to the language development of our students:

10.1.1 Programme guides and teaching support materials for all subjects

10.1.2 Services for teachers and coordinators, including MOE-supported networks and IB platforms

10.1.3 Professional development of teaching staff, including IB workshops and school-based professional development activities

10.1.4 Structured platforms to support teacher collaboration and planning

10.1.5 Network with other schools – IBDP and non-IBDP

10.1.6 Library and media resources

Prepared by:

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