

Modern and Foreign Languages Policy

1. Introduction

At GEMS Founders School – Dubai South (GFD) we are proud of the many different languages spoken in our school and view the learning an additional language as an essential life skill, which enhances better communication and relationships for all. Multilingualism has been shown to have many social, psychological and lifestyle advantages, to be used in business and for pleasure. Learning languages opens up avenues of communication and exploration, and promotes, encourages and instils a broader cultural understanding.

At GFD, we emphasise the importance of linguistic diversity and cultural understanding through our Arabic B programme. Living in an Arabic-speaking country provides a unique opportunity for students who are not native Arabic speakers to immerse themselves in the language and culture. Learning Arabic not only fosters effective communication and integration within the local community but also cultivates respect and appreciation for the rich heritage and traditions of the region. Through our Arabic B programme, students gain valuable skills that broaden their perspectives and enhance their ability to engage meaningfully in a multicultural society. This initiative underscores our commitment to equipping students with the linguistic and cultural competencies needed for success in a globalised world.

2. Purpose of policy

This document is a statement of the aims, principles, strategies and procedures for the teaching of Modern Languages throughout the school. In sharing and reviewing this policy, we set out clear expectations and methods used in order to aim towards reaching each child's full potential in language learning.

3. Aims and objectives

Our aims are to:

- Foster an interest and enthusiasm in learning other languages
- Teach in a stimulating, enjoyable and fun learning environment, where children actively take part in their learning
- Make young children aware that language has structure, and that the structure differs from one language to another
- Help children develop their cultural awareness
- Develop the four main communication skills of listening, speaking, reading and writing
- Lay the foundations for future study

4. Learning and teaching styles

The Arabic B department follow Ministry of Education material. Lessons are prepared by teachers to suit our context and the children's interests and needs. Teachers use a wide range of approaches to support the learning of a second language, which include but are not limited to, activities such as puppets, songs, poems, finger rhymes, learning games, dance, listening, speaking, reading and writing activities. In addition, a variety of online activities are also accessed.



5. Arabic B curriculum planning

Non-native Arabic speakers are firstly exposed to Arabic B from the Foundation Stage (FS2), before having dedicated Arabic lessons which start from Year 1 upwards. Our aim is to provide an education for our youngest learners so that they first encounter the sounds of Arabic in an enjoyable, manageable, confidence building and purposeful way, e.g. through a wide variety of songs. We believe that this foundation will then lead to successful outcomes as the children progress through the school. Arabic teachers support and guide the FS class teachers to facilitate this regular language exposure. For the older years, age-appropriate resources are shared to help learners become independent wherever they are in the world.

6. The contribution of languages to teaching in other curriculum areas

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge. The natural links between languages and other areas of the curriculum enhance the learning experience.

Literacy - Development of speaking and listening skills; knowledge and understanding of grammar and sentence construction; comparison of words and phrases, origin of words and 'imports' into English; intonation and pronunciation, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures, word classes, dialogues, different text types, poetry, storytelling, and drama.

Mathematics - Numbers and counting in other languages, the decimal system, time, journeys, distance and speed, the date, money and currency, prices and costs, surveys, data collection and analysis.

E-Learning Opportunities - Cross-cultural and multilingual materials from the internet, video and audio, presentation of work and data via different programmes, video-conferencing, word processing, etc.

Personal, Social and Health Education (PSHE) - Knowledge of other countries and cultures, sensitivity and tolerance to difference, consideration of 'otherness', the multi-lingual society.

Moral, Social and Cultural Studies (MSCS) - Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into other cultures and traditions. Through teaching languages, and in conjunction with other subjects in school, children become more aware of the similarities and differences between people, their daily lives, beliefs and values. In participating in various learning activities, such as role play and games children develop their moral and social abilities, and are continually encouraged to take turns, work in teams or with partners effectively, and to have a good sense of sportsmanship in competitive activities.

Other areas - Through learning Arabic, children enhance their geographical and historical understanding of their local community.

7. Inclusion including reference to Students of Determination, English Language Learners (ELL) and Advanced Learners (G&T)

Students of Determination and ELL learners – All children will be given the opportunity to learn Arabic in the appropriate age groups. The specialist teacher decides what level of input is appropriate and to scaffold the learning accordingly. Learning a foreign language should be fun for all children. Identified learners may also benefit from intervention classes and when applicable, may be encouraged to attend any co-curriculum language classes on offer.



Fluent native speaking children / Advanced Learners - In lessons, we offer native speakers skills-based challenges such as leadership roles, modelling written and spoken language and much more. We base the learning on the theory that “learning at the higher levels is dependent on having attained prerequisite knowledge,” as suggested in Bloom’s Taxonomy of Learning.

*Mother tongue Arabic speakers will attend bespoke Arabic A classes, not second language classes.

8. Equal Opportunities

The school recognises the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps, through its governing body, managers and other employees, to create a school culture in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

9. Parental involvement

Where possible, it is of great benefit if parents, native speakers or not, can support with their child’s learning at home to consolidate and extend their child’s learning in the classroom. Guidance and lesson resources are provided and uploaded by the teachers online.

Teachers continuously share tips and ideas with parents to help their child with their learning outside school. Where possible the school will endeavour to provide opportunities for parents and teachers to develop closer links. Information of any such event can be found in the Parents Newsletters through GEMS Connect.

Learners are assessed informally via regular and numerous ‘Assessment for Learning’ opportunities in every lesson.

Monitoring and review

Signed *[Signature]* Date 17/07/2024
Head of Primary

Signed *[Signature]* Date: 17/07/2024
Teaching and Learning Coach

Signed *[Signature]* Date: 17/07/2024
Principal/CEO

Next policy review dates:

February 2025
June 2025