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# Language Policy

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GUS



## OUR VISION

- to equip our children to deal with the rapid pace of change taking place in the Iraqi society and to be able to cope with the violence and repression that has existed in Iraqi society since their grandparents' generation
- to instill in our children a culture of peace, tolerance and respect for others while understanding that we can all can benefit from each other while maintaining our own principles, beliefs and values
- to help our children gain a better understanding of their own identity and principles and to be able to engage with others in a constructive way to aid in their own intellectual and personal development
- to give this generation of youth the knowledge, skills and attitudes necessary to help our society overcome the many challenges we face and to create a better society
- to help create a generation of young people who are proud of their ancient civilization which played such an important role in this world with the first laws and norms that respect the individual and personal freedoms

## OUR MISSION

Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: intellectual, social, emotional, and physical. We value intercultural understanding and international mindedness. We adhere to the philosophy and pedagogy of the International Baccalaureate programmes.

### GLOBAL UNITED SCHOOL LANGUAGE POLICY

***The ability to communicate in a variety of modes in more than one language is essential to the International Baccalaureate (IB) concept of an international education that promotes intercultural perspectives.***

“Learning and Learning in IB Programmes”, 2011

The **Global United School (GUS)** is an English-language school that welcomes students from a wide range of backgrounds and abilities who wish to study an international curriculum.

At all grades students are provided with the opportunity to develop their English language skills and to maintain Arabic as their mother tongue.

All language programs are delivered with the aim of providing a complex, rich and dynamic curriculum which emphasizes literacy skills, including reading, writing, listening and speaking.

GUS strives to meet International Baccalaureate (IB) expectations with regards to language provision. At **Global United School**, our language practices:

- place importance on language learning, including English as the language of instruction,

mother tongue.

- demonstrate that all teachers are responsible for language development of students
- affirm the students' identities in order to promote self-esteem and international-mindedness
- promote the appreciation, understanding and analysis of literature
- explore language as a means to understand multiple perspectives
- address student language needs, including those for students learning in a language other than mother tongue
- promote the love of reading
- it's supported by ongoing professional development

### **1. Language Learning in the Primary Years Program (PYP)**

Language is central to knowing, learning and communicating, and each student is supported in a variety of ways across the curriculum to develop literacy skills including reading, writing, listening, speaking, viewing and presenting. Wherever possible, language is taught through units of inquiry. Regardless of whether language is being taught within or outside the program of inquiry, it is believed that purposeful inquiry is the way in which students learn best - students are able to make connections, apply their learning, and transfer their conceptual understanding to new situations.

### **2. Arabic in the PYP**

GUS understands the importance of students preserving their home/family language and therefore emphasizes that students are encouraged to use their mother tongue skills. GUS understands and values the use of students' mother tongue/home and family language and supports it, as it allows them to enhance their personal identity and highlights their cultural heritage.

Arabic language is taught in all grades in the Primary Years Program (PYP) as a stand-alone programme as stipulated by the Ministry of Education. In addition to the Ministry Arabic curriculum, Arabic is used in the Arts and Sport classes as the predominant language of instruction. Children are provided English and Arabic language experience at GUS.

### **3. English Language Support in PYP**

It is acknowledged that students begin school with a wide range of proficiency levels and needs.

Language support in the uses an ecological model in which all teachers understand and embrace their roles and responsibilities as teachers of English learners. In all grades teachers are fluent in both English and Arabic and although English is the predominant language teachers do use Arabic when necessary. The language needs of all students in the classroom are considered and differentiated support is identified and provided to students based on their individual needs.

#### **4. Language Learning in the Middle Years Program (MYP)**

Again, language is central to knowing, learning and communicating, and each student is supported in a variety of ways across the curriculum to develop literacy skills including reading, writing, listening, speaking, viewing and presenting.

#### **5. English Language Support in the MYP**

At the beginning of MYP (grade 6) students are assessed to determine their phase level (IB phases go from phase 1 (low beginner) to 6 (proficient). Students in phase 1 are placed in a stand-alone Intensive English programme. Students in the programme attend the intensive English class instead of attending the regular English Acquisition class and the Individual & Societies classes (8 lessons per week). The goal is to bring their level of English to phase 2 (upper beginner). When this happens, the student joins their main classroom. Students in the Intensive English Programme are assessed every 3 months to determine their level of proficiency.

The MYP has 2 levels of English: **English Acquisition** (designed for non-native speakers) and **English Language and Literature** (designed for highly proficient speakers of English). In grades 6,7 and 8 GUS offers English Acquisition only. Starting in grade 9, students must qualify to take English Language and Literature. (minimum phase 4)

Students who are in the mainstream classes but continue to need support in English can qualify for our after-school support programme. This involves extra lessons on Saturdays. This programme will start in January, 2023

#### **5. Arabic in the MYP**

All students are required to take **Arabic Language and Literature** in the MYP. The content of the Ministry programme is incorporated into the framework of the MYP.