

The purpose of this document is to provide information about the nature, the function, and the use of language at MGIS.



مدارس جلوبال العالمية الحديثة
Modern Global International Schools

MGIS LANGUAGE POLICY



IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

MGIS MISSION STATEMENT

Transforming educational communities by fostering academic excellence, positive character, and appreciation of cultures.

MGIS VISION STATEMENT

To be globally recognized as a pioneer in the advancement of comprehensive educational systems for critical language-oriented academies.



1- Introduction

At MGIS, the primary language of instruction is English. However, the school is situated in a community where approximately 68% of the students originate from Arab countries, where Arabic is their native language. The remaining 32% of the student body represents diverse backgrounds from around the globe.

2- Language Philosophy

Learning multiple languages opens doors to different cultures, cultivates an appreciation for diversity, and develops the knowledge and skills necessary to embrace a global outlook and an international mindset. The curriculum acknowledges the integral role of language and emphasizes its importance in the learning process.

Language plays a vital role in constructing meaning and making sense of the world, and is central to the inquiry process. At MGIS, our focus extends to both English and Arabic languages, ensuring that students establish a strong skill base in both, a vital for accessing the full PYP curriculum and developing the IB Learner Profile attributes. Additionally, learning French as an additional language enhances students' exploration of other cultures, fostering global awareness and a sense of responsibility as citizens of the world.

3- Language in the Primary Years Programme (PYP)

A) Language of Instruction:

At MGIS, English is the primary language of instruction, making proficiency in English essential for students to thrive in the program.

Language learning is embedded across all transdisciplinary themes and is developed through:

communicative tool, enabling learners to construct meaning and engage in interactions.

Learning through language extends the educational journey, fostering cognitive growth by using language as a vehicle for inquiry and cognitive development across all subject areas.. This approach aids learners in building their proficiency in academic language.

Learning about language empowers learners as critical language users. They gain an understanding of the relationship between language and meaning, grasping how languages function.

B) Host Country Language: Arabic

Arabic, as the second language taught at MGIS and the language of the host country, is a fundamental aspect of the curriculum. Modern Standard Arabic is imparted to students in grades K—6, with dedicated sessions totaling 4/5 hours per week. The Islamic religion is also taught in Arabic. Thus, it follows a process of balance that seeks a balance that integrates the learning outcomes of the Ministry of Education curriculum with the inquiry-based approach and concepts of the PYP.

Support for Learners of Arabic as a New Language:

At MGIS, nearly 15% of our population consists of non-Arab students. Consequently, we have instituted a dedicated Arabic acquisition programme wherein students undergo an evaluation test to assess their proficiency in language acquisition. Subsequently, each student is assigned to a program commensurate with their proficiency level, which is taken from their regular ministry curriculum. A similar approach is adopted for Islamic Studies in Arabic (English curriculum covers equivalent themes and concepts). Non-Arab students are provided with an Islamic English curriculum that mirrors the content covered in the Arabic curriculum. The Islamic English curriculum is not provided by the ministry. However, it is chosen by the school's academic head and the pedagogical team.

C)Additional Language (French):

At MGIS, French language instruction is mandatory from Kindergarten to grade 6. Learners dedicate 1 hour in Kindergarten and 2 hours in grades 1 to 6 per week to additional language



skill-based instruction. We assist students in acquiring a foundational understanding of the French language, employing the same comprehensive approach to language acquisition: learning the language, learning about the language, and learning through the language.

D) Mother Tongue Language:

At MGIS, we are committed to preserving and celebrating students' mother tongues through active collaboration with parents and the wider community. We work closely with parents to ensure that the mother tongue remains the primary language used at home, reinforcing cultural identity and supporting language development. We also encourage regular reading in the students' mother tongue, as this helps maintain fluency and fosters a deeper connection with their cultural heritage.

In addition to these efforts, we encourage students to bring their linguistic and cultural assets into the classroom, which they can read during their free time. This practice not only nurtures their language skills but also allows them to share their cultural narratives with their peers, creating a rich, multilingual environment. Teachers and students also post words written by students in their mother tongue around the classroom and school. This initiative highlights the linguistic diversity within our community and fosters an inclusive atmosphere where all languages are valued.

By promoting these practices, in partnership with parents, we aim to maintain a strong foundation in students' first languages while complementing their academic journey in other languages.

4- Language Support

At MGIS (PYP), all teachers support academic language development for supporting the development of students' academic language proficiency across all grade levels. The school provides direct support to students who require additional refinement in their English or Arabic language skills.

In alignment with our Inclusion Policy, we welcome students with diverse levels of proficiency in Arabic and English. We believe that all students, regardless of their language abilities, have the right to access meaningful learning experiences.



To support students with varying language needs, we provide targeted Language Support during designated times, such as within the Unit of Inquiry. These sessions are led by language support teachers who implement tailored intervention plans designed to address each student's specific language development goals. This approach ensures that students receive individualized support to strengthen their language skills while remaining actively engaged in the learning process through differentiated strategies and individualized learning goals

By fostering a supportive and inclusive environment, we aim to empower every student to develop confidence and proficiency in their language abilities, contributing to their overall academic and personal growth.

5- Library

The school library is a vital hub for promoting literacy and supporting inquiry.. It serves to support and enhance classroom resources, fostering the development of autonomous readers and . Our library features a thoughtfully selected collection regularly updated with fiction, non-fiction, and journals in both English and Arabic.

Working in collaboration with teachers, our librarian collaborates to build resources in multiple languages , identifies and addresses students' language and literacy needs. The goal is to instill in students a love for reading by offering quality fiction. Additionally, the library implements inquiry-based programs that equip learners to supports research skills., analyze, and effectively share their findings.

6- Policy Review

Annually, the PYP Language Policy undergoes a comprehensive review process involving PYP pedagogical leadership team, teachers, and administrators during professional development sessions before the commencement of the school year. Feedback and contributions from all stakeholders inform the refinement of the policy, to ensure it remains aligned with IB Standards and Practices . The most current version is published on the PYP section of the school website. and is



communicated to parents during the "Back to School Night" event at the beginning of each academic year.

Policy prepared by: School Policies Committee & Teaching, Learning, Assessment & Data Analysis Committee

Date of Last Review: December 2025

Policy reviewed by: School Leadership & Improvement Team (SLT)

Policy Approved by: Director of Operations

6- References

- *PYP: From principles into practice/Learning and teaching/Language*
- *IBO Learning & Teaching*
- *IBO Guidelines for developing a school language policy (2008)*
- *IBO Learning in a language other than mother tongue in IB programs*
- *IBO Programme Standards and Practices 2014*
- *IBO-PYP Transition Guide (2018)*
- *IBO Policies Checklist*
- www.ibo.org