

## Multi – Linguistic Approaches Policy

This policy should be read in conjunction with the following publications:

*STUDENT/PARENT HANDBOOK (POSTED ON THE SCHOOL'S WEBSITE)*

*FACILITATOR HANDBOOK*

*ASSESSMENT STRATEGIES POLICY*

### Contents

Rationale : .....	2
The Multi – Lingual Approach .....	2
The Multi - linguistic horizons.....	3
Arabic Language.....	3
Student Support Approaches.....	4
Extra-Curricular Layer Input within the multi layered curriculum.....	5
Supporting Language Facilitators.....	5
Multi – Linguistic Approaches Policy Review.....	6
Multi – Linguistic Approaches Policy Committee Members.....	6
Bibliography .....	6

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### Rationale :

Today, in this global minded mindset world, all generations must be ready to face the grassroots of a new world where global citizenship is the main layer of education.

Today, our students must be prepared and trained to face the multi lingual challenges of the upcoming tomorrow.

Today, our students need more than one language to face the emerging call for global minded citizenship within a multi-cultural context.

To Face all those inevitable barriers and to surpass them, our school creates a multi lingual environment where our students can adapt within the mastery of three international languages : Arabic, English and French.

### The Multi – Lingual Approach

Future Leaders International Private School, makes sure to follow the UAE Ministry of Education Special Arabic requirements for all non-Arab National students, making sure that Special Arabic as Third Language courses for beginners serves the objectives of the school and the Ministry. To be ready for the special Arabic Ministry exams at the end of Grade 12, all non-Arab students must follow the Special Arabic sessions without hesitation and within a tight, in -depth and diverse multi layered curricular approach.

Believing and implementing the multi – cultural awareness streamline, our students will be provided with an equal opportunity to master Arabic as a second language teaching the benchmark for the second language if the range of acquisition surpasses 5 years. Language is the communication bridge to gain the global minded, multi-cultural, and social awareness of our critical thinkers and risk takers. Of course our students are facilitated and guided by the school's facilitators, all of them without exception are in-depth language conductors, conducting the Arts and the Music of Language to form the appropriate multi – lingual environment.

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## The Multi - linguistic horizons

Our School's main language for instruction is in English for all non-language subjects except Islamic Studies, Arabic Social Studies ;Within an environment of English Spoken Language where students use English with other different mother tongue spoken languages after English.

We need to remind here that all Arab National students must follow Arabic Language courses as their native language, along with English, until grade 12. This crucial combination creates a bi-lingual, well equilibrated environment where Arabic and English language mastery are parallely acquired without jeopardizing any one of them.

All non-Arab National students are required by the UAE Ministry of Education to take Special Arabic courses for beginners until Grade 12; Most of the Arab national students are considered bi-lingual mastering two languages—their mother tongue and English.

### **French Language ( From Second Language to First Essential Language )**

French is the second most spoken language in a francophone world comprising more than 65 countries, our school gives an equal importance to French to make sure that all our students can grab the opportunity to become tri-lingual global minded citizens of this challenging world.

**The French Subject cohorts evolution is described in the below chart :**

Grade 1 to 3	2 Periods / Week	Mandatory for all students
Grades 4 to 6	3 Periods / Week	Mandatory for all students ( DELF A1 level )
Grades 7, 8	2 Periods / Week	Mandatory for all students ( DELF A2 and DELF B1 level )
Grades 9, 10	2 Periods / Week	Elective ( DELF B1 level )
Grades 11,12	4 Periods / Week	Elective ( DELF B2 level with Literary advanced skills )

Students who will select the pathway of the French Language until grade 12 will be to apply to be admitted to French Universities in France, UAE, North Africa, Canada, Belgium, and Switzerland.

### **Arabic Language**

Arabic as a second Language is a 170 hours/year course covering all the UAE Ministry of Education curriculum and learning outcomes, to make the acquisition of the native language unforgettable, Latest differentiated instructional strategies are followed, assisted different IT layers are followed to make sure that students will conquer and master all inscribed, talkative and oral competencies to confront the different multi-linguistic challenges of the 21<sup>st</sup> century.

We follow different ways and different paths to make sure that our students can master and be proficient in Arabic Language :

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- 1- **Arabic as a First Language:** Students fluent and proficient in both reading and writing must follow this streamline lead by this course in which they study and explore the language at a more complex level, focusing on Language, literature, and culture. *Our School offers Arabic as mother tongue for Arab nationals covering all grades KG – 12.*
- 2- **Special Arabic or Arabic as a Second/Third Language:** All beginners, mostly Non - Arabs with very basic or no experience of the language will follow this pathway called Arabic for Non-Arabs or Special Arabic.  
Students will gain a basic level of communication, based on everyday relevant exchanges and prescribed real-life situations. *Our School offers Arabic as a second language for non-Arab nationals in different levels covering all grades KG – 12.*

**UAE Ministry of Education Regulations:** *The UAE Ministry of Education regulates and mandate that all students must sit for the Arabic or Special Arabic (Arabic as a Second Language) Ministry Exam at the end of grade 12. ( Very Few exceptions apply for Non-Arab students who have to study Arabic as a second language for less than 2 years).*

### Student Support Approaches

Any student admitted in our school will conduct an aptitude test in all three languages offered in our scholar entity, this diagnostic test will enable us to determine the new student's level of proficiency in those 3 languages.

**For French,** if the student's level of French is lower that his/her grade level, the student will follow the French courses with a lower grade level, the French courses are partitioned within similar hours to enable the above mentioned type of students to join the lower level classes without being affected by the hours change. The decision related to the student's placement in his/her appropriate level class is the main priority of the French Dept. Coordinator and the vice-principal or principal.

**For Arabic,** the same procedure will be followed, with a main difference that Special Arabic students will have classes in parallel with their classmates in an another class, To make sure that every student belongs to his proficiency level ASL class, a pre-assessment diagnostic test is conducted during the student's admission process. Based on the result of this test, the newcomer's ASL class and level will be decided after the approval of the dept. Coordinator and the vice-principal or principal.

Remedial classes can be assigned by the school's academic leadership if the student is not secure or is not developing towards the learning objectives of the language course of study (English, French or Arabic), this decision will be based on the assessment results, the school makes sure to provide the necessary intervention to help the student attain the learning objectives:

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- Senior Administration's approval must be obtained to provide the student with one-on-one remedial sessions.
- Parental consent must be obtained for providing these remedial sessions.
- All remedial sessions will be conducted by specific, selected facilitators based on a criteria during after-school hours on the school campus.
- Those crucial sessions for some students are very helpful and are designed to develop the student's language acquisition in the areas that require the most attention

### Extra-Curricular Layer Input within the multi layered curriculum

Believing in complete co-curricular and extra-curricular integration, Many clubs are offered within the school with mission objectives to facilitate the integration to their real-life relevance and improving their skills spontaneously.

The clubs offered to our students represent an important layer in our multi – layered curricular approach to enrich their experiences in mother-tongue languages, second/third languages or additional languages, with the aim of increasing cultural and international-mindedness and building the appropriate learner profile within our students.

- French "Table Ronde" Club
- Ciné-Club (movies shown are related to realism, sure realism and to the different philosophies of life and within their international context reflect the school's global mindedness approach)
- Model United Nations Club
- National and International Film Festivals (students create movies in French, Urdu, and Hindi)
- Arabic Theater and Drama Club
- Arabic "Souk Oukaz" Club

### Supporting Language Facilitators

To be able to achieve the school mission and to nurture the students' learner profile, the school ensures that facilitators are exposed to all types of related professional development to be prepared, qualified and trained in delivering and facilitating the different subject content they are assigned to. To make sure that facilitators are ready to face those challenges, the school's senior administration follows and implements different procedures and strategies as follows :

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- a. The school must make sure that all Language facilitators attend a related professional workshop.
- b. All language facilitators must attend a 15 hours customized professional development at the beginning of every year, and at least two languages related PD days in school and out of school sessions during the academic year. These PD sessions are mainly focused on the following aspects: student-centered instruction; beyond differentiated-personalized techniques; Baby and the Cup, E<sup>3</sup>.R.R. Milieu, RAFT, and Substitution-Augmentation-Modification-Redefinition (SAMR) Methodology (IT as a crucial layer in education).

The school believes in and implements effective horizontal/vertical integration within curricular components. This integration serves one of the school's main aims to provide full support to the language facilitators within the school's academic structure.

### Multi – Linguistic Approaches Policy Review

The school multi-linguistic approaches policy is reviewed by the staff, school administration, and committee members at the beginning of each academic year. The school senior administration progressively updates and reviews the multi-linguistic approach policy to make sure that all its influential components are operational and up to date.

### Multi – Linguistic Approaches Policy Committee Members

PRINCIPAL

VICE-PRINCIPAL

HEAD OF KG TO GRADE 3

A PARENT

A STUDENT

A SENIOR MANAGEMENT TEAM MEMBER

### Bibliography

*IB Language Policy Guide, published in July 2014 by the International Baccalaureate Organization, Switzerland*