



# GPIS Language Policy

## Philosophy

Language program at GPIS seeks to enable students to become international citizens who, in part, entail the ability to function capably and comfortably within and between cultures. Developing the capacity to speak more than one language is an integral part of this preparation. As a result, the provision of additional language has been made a mandatory requirement.

The school recognizes the need to reflect this reality and to prepare children and students for the world in which they will live and work. It values and supports the mother tongue as well as the language of instruction and provides access to learning an additional language.

At GPIS, we believe that:

- Language is central to learning and all teachers, in practice, consider themselves as language teachers with responsibilities in facilitating communication.
- Language learning at GPIS is not a separate discipline isolated from all other learning.
- As well as being part of social and personal development, language learning in school is crucial for cognitive growth and the construction of knowledge.

## **The language program at GPIS is bilingual.**

The students can choose to join either **the English section** or **the French section**:

### Languages in **the English Section**:

Mother tongue (Language A)	Arabic	From age 3
Language of instruction (Language A)	English	From age 3
Additional language (Language B)	French	From age 5
Additional language (Language B) for foreigners	Arabic	According to placement test

### Languages in **the French section**:

Mother tongue (Language A)	Arabic	From age 3
Language of instruction (Language A)	French	From age 3
Additional language (Language B)	English	From age 5
Additional language (Language B) for foreigners	Arabic	According to placement test

## Overview:

<b>In the PYP</b>	<b>In the MYP</b>	<b>In the DP</b>
<p>We should:</p> <ul style="list-style-type: none"><li>✓ Promote inquiry based authentic language learning</li><li>✓ Focus on the transdisciplinary nature of the language learning</li><li>✓ Incorporate the teaching and learning of language into the programme of inquiry</li><li>✓ Develop the skills of listening, speaking, reading, writing and media literacy</li><li>✓ Provide for the teaching of additional languages</li><li>✓ Promote consistency of practice in the teaching and learning of all languages</li></ul>	<p>We should:</p> <ul style="list-style-type: none"><li>✓ Formulate practices for the provision of languages A and B</li><li>✓ Integrate the learning of languages with learning in the subject groups</li><li>✓ Integrate language learning with interdisciplinary planning</li></ul>	<p>The student language profile is developed by providing:</p> <ul style="list-style-type: none"><li>✓ Well resourced special request and school supported self taught options in group 1 to maintain the mother tongue development (when applicable)</li><li>✓ Offer opportunities for learning a second language of Group 1 or Group 2.</li></ul>

### **Language programmes at GPIS:**

#### Arabic language (mother tongue)

##### **In the PYP:**

The Arabic curriculum follows the Egyptian Ministry of Education in terms of content. However, concepts, skills and knowledge, teaching methodology and assessment strategies adopted follows the IBO programs requirements. The same applies to religion, which is taught in Arabic and the Egyptian programme of Social Studies (for PYP7 (9-10) and PYP 8 (10-11) classes only). Physical Educational is also taught in Arabic.

##### **In the MYP:**

The Arabic curriculum follows the Ministry of Education's instructions in terms of content. However, an alignment of objectives and skills of the three Languages as (Arabic, English &

French) is undertaken to ensure unity and harmony. Consequently, some content is added to the MYP and PYP syllabus to ensure coverage of interim objectives specified by the IB. Physical Education, Religion and Social Studies are taught in Arabic in all MYP years.

#### **In the DP**

Arabic is the usually chosen by students as Literature in Group 1. It follows the requirements specified by IBO in the Group1 guide.

#### **Less proficient students in Arabic:**

Individual lessons parallel to the formal class lessons are offered to students joining the school whose level of Arabic does not meet expected standards. They continue to be supported inside and/or outside the class till they prove ready to work at acceptable class levels.

#### **French or English (language of instruction)**

##### **In the PYP:**

For both French and English languages, the School has adopted the IBO language scope and sequence. The program of inquiry provides an authentic context for students to develop and use language, as it is necessary not only to learn language, but also learn about language and through language. PYP students spend most of the time with the homeroom teacher who teaches all disciplines (except Arabic, Physical education, Music, Social Studies (Egyptian curriculum) and Religion) in language of instruction French or English.

##### **In the MYP**

A secondary language A is added to Arabic; English in the English section and French in the French section. The curriculum and assessment follow MYP specifications in the Language A guide. These languages also act as language of instruction in all disciplines (except Arabic, Social Studies, Physical education and Religion). Specialist teachers, who use the language fluently, teach MYP students.

##### **In the DP:**

Options are opened for students to choose English or French HL or SL as Literature or Language and Literature in Group 1, or Language B in Group 2. It follows the requirements specified by IBO in the Group 1 and Group 2 guides.

### **Less proficient students in languages of instruction:**

Students with low proficiency level are registered in a language support program. The language support teacher, the English teacher, the Support Unit leader and the PYP leader agree to specific objective for each student to help him/her achieve higher language levels.

A tailored course is designed for each student by the Support unit Leader and the support teacher. The support teacher works with student(s) individually or in differentiated classes according to needs. A report is written when necessary by the support leader to the PYP coordinator, leader and the class teacher informing them about the student' (s') level and recommending future actions.

### **French, Arabic and English (as Language B)**

#### **In the PYP**

The school adopts the IBO language scope and sequence. The PYP is an inclusive programme. The PYP support unit caters for students with different needs in this area. Support unit teachers are sometimes requested to work with students inside or outside the class either to help them overcome their language struggle or enhance their already above level language proficiency.

#### **In the MYP**

Language B standard is offered to students at the school moving from the PYP to the MYP and new students who have previous experience in learning the language. Language B foundation level is offered to new students joining the MYP with no previous experience in learning the language.

#### **In the DP:**

Options are opened for students to take Language B HL/SL in English or in French.

### **Language Profile:**

The students' community at GPIS is mainly composed of Egyptian or Arab students whose mother tongue is Arabic. Few students are English or French native speakers. The communication mode functions in the three languages at GPIS. The school is providing most of the documents in English, French and Arabic to the school community (including parents).

It is compulsory for students to use the language of instruction inside the classroom. The school encourages students to speak and use the language of instruction outside the class. The school provides language support to students who need extra help in French, English and Arabic.

The school is in the process of developing a system to keep record of the language profile of each learner.

### Professional Development

The Development & Training unit is responsible for upgrading teachers' expertise in teaching language through the following:

- ✓ Regular opportunities to share knowledge gained from classroom experience, from readings and workshops/courses. Teachers are given opportunities to speak or run a workshop on chosen topics (related to the language policy)
- ✓ Regular in service training to keep teachers up to date of any current practices and language development.
- ✓ Support teachers to achieve language-teaching certification.
- ✓ Teachers are encouraged to visit classrooms to observe other teachers.

### Curriculum: Pedagogy, Content and Assessment

It is necessary not only to learn language, but also learn about language and through language.

The language curriculum is designed so that learning and teaching best practices take place in authentic contexts, and literature plays a special role in understanding others and ourselves. The strands of oral, written and visual communication are learned across all languages through a variety of scaffold learning experiences, where teachers provide strategies for the student to build on his or her own learning.

A range of appropriate formative assessment methods such as portfolios, conferencing, miscues analysis, writing sample analysis, response journals are in place.

In this area of learning a language, effective learning involves:

- ✓ Opportunities to speak and listen and represent ideas in their activities
- ✓ Using communication, language and literacy in every part of the curriculum
- ✓ Being immersed in an environment rich in print and possibilities for communication

Teachers use ample amount of resources to ensure achievement of skills and objectives.

The library is equipped with international and multicultural resources (books fiction and non fictions, documentaries, magazines, newspaper, encyclopedias, video, audio tapes and CDs, DVD....) in the three languages used at school.

This language policy has been compiled by the language policy steering committee:

The language policy steering committee is composed of the:

✓ **IB coordinators:**

Amr Mokhtar DP coordinator

May Waly MYP coordinator

Françoise Mokhtar-Bencteux PYP coordinator

✓ **MYP curriculum managers**

Assia Massralli (MYP French department)

Nevine El Seweify (MYP English department)

✓ **Arabic Language supervisors:**

Fawzy Sabry (PYP and DP)

Fayza Fawzy (MYP)

✓ **PYP Leaders**

Gulnar Etman (Early Years)

Nehal Wanas (Elementary)

This document is regularly reviewed.

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**Bibliography:**

Guidelines for developing a school language policy, IBO, April 2008