



مدرسة دبي للتربية الحديثة  
Dubai Modern Education School

# Language Policy



## School Vision

Empower learners to contribute to the global community through innovation, exploration, and citizenship.

## School Mission

DMES cultivates reflective scholars, bold innovators and passionate leaders equipped with the content knowledge, skillset, and ethics to make a positive contribution to society. The learning environment prepares students for lives of meaning and purpose emphasizing academic excellence, high expectations, and enthusiasm for life. Our school emphasizes the development of a character loyal to GOD and country identified by integrity through self-discipline and tolerance.

Through our authentic programs, conducive learning environment, and strong partnerships with families and the wider community, our learners experience rich language acquisition, appreciation for diversity, and become lifelong learners.

## Core Values

- ✚ Citizenship
- ✚ Respect
- ✚ Leadership
- ✚ Responsibility
- ✚ Tolerance
- ✚ Commitment
- ✚ Excellence
- ✚ High Expectation

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## Language Policy

### 1.0 Primary Value

The overarching value embodied in this policy is having the language of instruction as a core aspect to achieve excellence in learning across the curriculum.

### 2.0 Rationale

Language facilitates the complex learning process of discovering information, inquiry, and collaboration in extending knowledge and skills in various aspects of our daily lives. DMES believes that language plays a central role in learning – it contributes to the development of the students’ personal, academic, social and cultural identities in order to meet the demands of the 21<sup>st</sup>-century education in this rapidly changing world. DMES is determined to engage students in “learning language”, “learning through language” and “learning about language” (Halliday, 1982) throughout their educational journey. DMES values the importance of shared responsibility between students, parents, teachers and the school community in language learning. Through the integration of the core language arts – listening, speaking, reading and writing in all content areas, students are enabled to become effective and multilingual communicators.

### 3.0 Purpose

The purpose of this policy is to articulate the importance of learning language in promoting each student’s personal growth and developing their competence in meeting the demands of school, higher education and the workplace. It directs all aspects of teaching, learning, and assessment in supporting language learning.

### 4.0 Aims

DMES Language policy aims to:

- Provide direction and support for all stakeholders within the context of language instruction and learning.
- Ensure that curriculum practices respond to the needs of diverse and complex language learners.
- Uphold high expectations for all students to achieve their full potential.
- Ensure that all students meet the curriculum standards in language learning through a strong partnership between home and school.



- Empower students to learn language skills necessary to grow personally, perform academically and participate actively as multilingual global citizens
- Ensure that all language learners are accommodated through differentiation and varied instruction practices.
- Convey an agreed view of the importance of language in teaching and learning, and student attainment and progress.
- Promote respect and multicultural awareness through the exploration of language and the world's diversity.

## 5.0 Definitions

**5.1 Literacy<sup>1</sup>:** The skills required to read and write and to become literate

**5.2 English Language Learner<sup>2</sup>:** A child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English

## 6.0 Language Teaching: Beliefs and Practices

DMES is committed to upholding high standards of quality language teaching and learning across all disciplines. Our language instructional programs seek to promote holistic learning, multicultural awareness, and global citizenship. Students are encouraged to use language in constructing knowledge, making connections, reflecting upon new experiences and determining courses of action through thematic and multidisciplinary approaches in curriculum instruction. Through the appreciation of and exposure to the language and literature from different cultures, students deepen their understanding and gain insight into the world they live in.

Language instruction at DMES shall:

- ensure the provision of rich and inclusive opportunities for students to develop their listening, speaking, reading, and writing skills in all subject areas and grade levels
- acknowledge the importance of students' prior knowledge and experiences and early literacy skills in language learning
- promote the love and appreciation of the students' mother tongue language and encourage them to learn and be proficient in more than one language

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<sup>1</sup> UAE School Inspection Framework 2015-2016, p. 125

<sup>2</sup> ELA/ ELD Framework for California Public Schools 2015, page 1065



- integrate the development of student's communication, collaboration, critical thinking, problem-solving, creativity and innovation skills
- develop students' fluency and confidence in their language and literacy skills in order to become lifelong learners
- enable students to appreciate language and literature and understand multiple perspectives through exposure to a variety of media and resources from world cultures
- promote the use of critical and strategic thinking in problem-solving and literacy tasks
- ensure that students' are given constructive feedback to foster their engagement in learning the language
- promote active blended learning using a broad range of technological and information resources

The language instruction at DMES operates within the California Common Core Curriculum framework in the US section and the European Common Framework in the MOE section, to ensure continuity and progression of content, skills, and strategies in language, reading and writing, speaking and listening. Our instructional practices focus on language as an interrelated component of teaching and learning that fosters communication, exploration, and inquiry. Language teaching and support at DMES is guided by the following standards:

- Students who need specialized language support to access the curriculum are provided with appropriate, clearly defined programmes delivered by qualified teachers.
- All staff members have received appropriate training and use pedagogical approaches which support the needs of language learners.
- The school provides sufficient personnel and other resources to support student language needs.
- The school encourages parents to continue development of the student's home language(s).



## 7.0 Language of Instruction

As stipulated in the KHDA requirements for 'US Curriculum' Schools, English is the language of instruction<sup>3</sup>. DMES language programs are aligned with the California Common Core State Standards for English Language Arts/Literacy (CCSS ELA/Literacy) and the California English Language Development (CA ELD) Standards. With the adaptation of the CA ELA/ELD Framework, all students develop strong language and literacy skills which enable them to gain equal access to achieve the grade-level academic content expectations.

DMES is also guided by the UAE MOE Curriculum Standards which drives the Arabic Language instructional programs for all students. Since Arabic is the official language of the UAE, the school strives to increase the functional literacy and proficiency levels of students in both Arabic and English. Considering the diverse linguistic and cultural backgrounds of all students, curriculum instruction and support for language development are duly reinforced. In addition, DMES values and celebrates the multicultural identities and backgrounds of its school community – which is comprised of staff members who speak more than one language, with Arabic and English as their common language. Thus, all forms of school documentation and communication, meetings, and professional development sessions are delivered in Arabic and English.

## 8.0 Language Arts: Arabic

DMES supports the vision of the nation's leaders in delivering a first-rate education system which prioritizes the aim for students <sup>4</sup>to have a strong knowledge of the Arabic Language. Arabic language instruction at DMES is in line with the mandated UAE Ministry of Education requirements. The MOE curriculum framework is adapted to ensure student progress in language proficiency and fluency as developed in the key areas of listening, speaking, reading and writing across all grade levels.

Arabic learning programs align the instructional strategies and assessments to cater to the needs and abilities of individual students and are benchmarked against curriculum standards and expectations.

As per KHDA regulation, all students from Grades 1-12 are enrolled in either Arabic A (Arabic as a First Language) and Arabic B (Arabic as an Additional Language)

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<sup>3</sup> Synchronized Inspection and Accreditation Visit (KHDA and NEASC) KHDA Requirements, pp. 12

<sup>4</sup> UAE Vision 2021 National Agenda



classes. Arabic subject is also offered in Kindergarten and follows the MOE Arabic curriculum requirements. Throughout their schooling, students undergo a progressive course of study which prepares them for national higher education qualifications and graduation requirements. Learning the Arabic language is also supported by learning experiences delivered in the Islamic Education, Social Studies and Moral Education subjects taught in Arabic.

DMES promotes the Arabic language through school signages and social media platforms, and in various school activities, events, assemblies, and competitions such as the Arabic Reading Challenge.

## 9.0 English Language Learners

DMES ensures that all students – coming from diverse cultural and linguistic backgrounds have equitable access to the curriculum and become fully engaged in all areas of their school experience. In this regard, the school provides support for English language learners (ELLs). Starting with the admission process, incoming students undergo MAP testing in order to determine their English proficiency levels and readiness to master the grade level curriculum content. Baseline and diagnostic assessments that are benchmarked against the CCSS English Language Arts standards are conducted upon their entry to the grade level.

Throughout the course of learning, ELLs receive differentiated teaching instruction, including intervention and positive behavior support to help them gain proficiency in English Language Arts. Formative and summative assessments are conducted to track the students' progress. MAP Growth and MAP Skills reports also provide information on how the ELLs perform against the curriculum standards. ELLs are provided with various resources aligned to Common Core State Standards which guides teachers and students throughout the learning progression of key language skills (listening, speaking, reading, and writing) across grade levels. Teachers design authentic learning opportunities to accommodate the needs of ELLs. DMES English Language programs are aligned with the following:

### 9.1 CCSS for English Language Arts (ELA)/Literacy

As exemplified in the CCSS ELA/Literacy framework, English language teaching at DMES is structured according to the “knowledge and skills in reading, writing, speaking, listening, and language that all students need for college and career



readiness across academic content areas”.<sup>5</sup> To support the successful implementation of the CCSS for ELA/Literacy Standards, the school adopted the Pearson Reading Street Common Core Program in providing a comprehensive and rigorous instruction to all students. A clear English language learning continuum from Kindergarten to Grade 12 outlined in the standards drives the overall teaching and learning process, which is embodied in the Pearson instructional program components.

With the aim for improved levels of English language proficiency and fluency, our programs ensure provisions for:

- research and standards-based instructional materials and pedagogical strategies
- transitional support and professional development opportunities
- data-driven reporting, progress monitoring tools, and home-school partnerships through digital platforms and resources.

## 9.2 California English Language Development (ELD) Standards

As English language learners face the challenges of the increasing complexity and cognitive demands in both social academic aspects of their educational journey, instructional programs at DMES adapted the CA ELD standards from kindergarten through grade twelve. With the intent to amplify the CCSS for ELA/Literacy Standards in our instruction, the CA ELD framework drives the learning development of our students with English as an additional language. English language development is depicted through the three stages of language proficiency – emerging, expanding, and bridging for learners to meet the demands of CCSS for ELA/Literacy and develop a passion for lifelong language learning.

The goal of the CA ELD standards for each grade level is to support English Language Learners as they<sup>6</sup>:

- Read, analyze, interpret, and create a variety of literary and informational text types.
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning.

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<sup>5</sup> ELA/ ELD Framework for California Public Schools 2015, page 16

<sup>6</sup> ELA/ ELD Framework for California Public Schools 2015, page 7



- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience.
- Become aware that different languages and variations of English exist.
- Recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English.
- Contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback.
- Demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia.
- Develop proficiency in shifting language use based on task, purpose, audience, and text type.

## 10.0 Provision for Language & Literacy Development

- All DMES classes are composed of students with varying levels of English proficiency. Students are required to communicate in English during ELA classes throughout the day.
- Timetables for literacy classes and library sessions are implemented as part of the school's literacy initiatives.
- As a means to reinforce language and literacy development, teachers assign enrichment activities, and homework and home reading assignments using digital platforms such as G Suite, MAP Skills, Think Central, etc.
- Students engage in the analysis and production of language in literary and non-literary texts with the support of virtual educational platforms. Students seek understanding of perspectives and contexts through various forms of communication.
- World Languages program is offered for high school students from grades 9-12 as part of their graduation requirements. The program currently offers multiple levels in German, French, and Arabic for non-Arabs.



## 11.0 Roles and Responsibilities

### 11.1 Students

Students are expected to:

- Participate actively in all classroom activities and complete tasks successfully.
- Be able to view, present, listen, speak, read, and write with confidence in learning the language.
- Be able to reflect, analyze, create, synthesize through tasks that require critical and creative thinking.
- Become effective and competent communicators as they construct knowledge through a variety of media and learning resources.
- Receive timely and constructive feedback to support their progress and achievement.

### 11.2 Parents

Parents/guardians are expected to:

- Provide input about their children's language abilities and behavior.
- Ensure that students attend school regularly, provide a conducive environment at home to study for homework to be completed.
- Attend parent, student conferences and weekly parent drop-in sessions to become active contributors to students' progress and attainment.
- Collaborate with teachers and support staff in meeting goals and expectations and improving the students' language levels.

## 12.0 Related Policies

The Language Policy is linked to the following school policies:

- Reading Policy
- Teaching and Learning Policy
- Curriculum Policy