

## **Language Policy**

### **“The Scaffold of a Culture”**

A Learner's World

**This handbook can be found:**

**School Website**

**School Library**

**Teachers’ Offices**

**IB DP Coordinator’s Office**

**School Portal**

**Discussed during Orientations and Meeting**



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## **Development of Policies**

LWIS-Adma International School policies have been developed by the PACER Team in collaboration with the LWIS-AiS Community. The committee includes the school principal, PACER Team, teachers, TOK teacher, librarian, and members of the parent committee and student council.

The policies will be reviewed periodically at the end of each academic year in June. They will be communicated to the school community through the school website, portal system, notifications, parent teacher meetings at the end of each term, and orientation sessions at the beginning of each academic year. They will also be available as hard copies in the library.

## **Language Profile**

“Languages are the keystone to humanity’s intangible heritage. They are markers of identity, the foundation shared by societies and indispensable for communication. They have variously been seen as the basis of thought, as the expression of the human spirit, as an instrument for representing the world, and as the reflection of the collective memory and identity of the speakers. As languages are an integral part of society, it follows that neither should be isolated from the other” (Quane 2012:1)

LWIS-Adma International School welcomes multinational students who desire to follow one of the following programs: the National Lebanese Program, the American Program, or the IB Diploma Programme.

The School’s diverse student body is one of its special assets. Each community member brings a unique cultural identity, which we embrace in a spirit of international-mindedness. The approximate number of students is 470. The school comprises approximately 75% of students whose first spoken language is Arabic while 15% use English, 5% use French, and 5% use other languages such as Japanese, Spanish, and Russian. However, English is the language of instruction at LWIS-AIS for all programs, and it is considered as the first language at school. Hence, students are required to use the English Language within the classroom and are encouraged to utilize it outside the classroom. Moreover, the students who are following the Lebanese program take Civics, History, and Geography (G6-G12) in Arabic. Additionally, all teachers are considered as language teachers who must use appropriate vocabulary and -terms

inside and outside the classroom. Furthermore, teachers speak English at all times and ask their students to do so. Additionally, they support their students to ensure the written parts in all reports and papers are well expressed and formulated. As for French and Arabic, teachers follow a similar approach to ensure that the mother tongue language and other languages are well supported. The school also urges and supports teachers who need enhancement in the English language to attend External English programs. All school publications and paperwork are published in English, as well as in Arabic and/or French if necessary. For instance, the school vision and mission are published in the three languages: English, Arabic, and French. Similarly, all communication with the parent community utilizes English mainly in addition to Arabic and French as needed.

As part of our schools educational objectives, we also strive to provide our students with the acquisition of knowledge, skills, and attitudes to help and encourage them to become good communicators and express themselves in more than one language. To this end, we encourage our students to become proficient in a second language and acquire knowledge of a third one. Typically, Arabic and French are the extra two languages. Occasionally, other languages, such as Spanish, German, and Italian may be offered as elective courses during Grade 11 and Grade 12.

### **Purpose of the Language Policy**

The LWIS-AiS Language policy outlines our linguistic goals and defines the programme designed to help our students accomplish these goals and become global and proficient communicators.

The language policy ensures our students have full access to higher education in their domestic setting, whilst providing all with an internationally minded diet of language education. All students leave our school with the full range of opportunities available to them.

### **Language Essentials with the Admission Policies and Procedures**

Applicants to all grade levels are required to take an entrance exam in English and/or Arabic, aiming to help the school to identify their proficiency in these two languages.

In order to join the IB DP, the students who are following the American Program must provide evidence of acceptable proficiency that makes it feasible for them to succeed in the IB DP

English Language and Literature courses, whereas the students who are following the Lebanese program must show an acceptable level of proficiency in both Arabic and English.

Evidence might include but is not limited to:

- recommendation letters from the English and/or Arabic teachers focus on how students have learned and how they demonstrate their learning, such as their argumentation skills, their capacity to work under pressure, and their speaking and writing skills.
- average above 80 on English and/or Arabic course(s).
- English SAT score above 950 and/or PSAT score(s) above 700.
- score above 75 on entrance exams in English and/or Arabic for new students.

## **Language Programs**

### **English Language**

The English language is used across all levels of the school, beginning at the preschool level. The main goal of the English course is to consolidate the four basic language skills: listening, speaking, reading, and writing. The goals concerning reading comprehension will be enhanced through reading and written commentaries, which include different linguistic and literary aspects.

However, the students who have not mastered the basics of English, are provided with various combinations of in class and out of class support and accommodations from learning support teachers and English as a Second Language teachers in addition to their other classes in order to receive the help needed to be proficient in English. Emphasis is placed on developing each student's oral and written communication skills, so that they can meet grade level expectations and build social relationships with English speakers. When the student demonstrates proficiency, then he/she will no longer need English Support.

### **Arabic Language**

As an International School based in Lebanon, the Arabic language and Lebanese culture are considered major parts of the school curriculum. Hence, both Regular and Special Arabic courses are offered across the school sections. In fact, all the students who are native Arabic speakers and are following the Lebanese National Program are required to take a Regular

Arabic class in each level of the school while the others take one of the levels of the Special Arabic courses. It must be noted that English as a Second Language (ESL) students or students with learning difficulties may not be taking Special Arabic every year.

The regular Arabic class consolidates the four basic language skills: listening, speaking, reading, and writing. The goals concerning reading comprehension will be covered through readings and written commentaries which include different linguistic and literary aspects.

In the Special Arabic courses, the main objective of Arabic as a foreign language is to introduce students to the Lebanese and Arabic cultures at a level enabling them to participate in everyday activities, using the Arabic language with sufficient fluency and accuracy. Students will be stimulated to develop interest

in learning Arabic and to build self-esteem and self-confidence with their ability to speak the language in and out of class. Several levels of Special Arabic are offered. Students will be placed after assessment at their language level according to their proficiency.

### **French Language**

French is offered at all levels of the school; however, it is not required of all students. In particular, students who are following the National Lebanese program and have not acquired sufficient proficiency in English or Arabic usually do not take French. Additionally, for the students following the American program and who have not acquired sufficient proficiency in English, typically do not take French. For students who take French, the courses are offered at different levels and focus particularly on the basic components of French communication. Furthermore, French is offered in Grade 10 as a Pre-IB class.

## Language Courses Offered at the IB DP Level

As an IB DP school, we place importance on language learning, including mother tongue, host country language, and other languages. The following are the IB Language Courses and Levels that we offer at LWIS-AIS based on the “Diploma Programme Assessment procedures:”

### Group 1

English Language and Literature is taught as Language A subject at Standard Level for Scientific students and at High level for Non Scientific students. This course requires that the language is taught in a manner that is appropriate for students for whom that language is their mother tongue or who have reached native or near native competency in the language. (64)

Arabic Language and Literature is taught as Language A subject at Standard Level. This course requires that the language is taught in a manner that is appropriate for students for whom that language is their mother tongue and who were following the Lebanese Program and have received the Brevet certificate as required by the Ministry of Education. Furthermore, the course is open for students who have reached native or near native competency in the Arabic language. (64)

Note: A student may request to take a school-supported self-taught Language A literature course in his or her mother tongue. The approval of such a course varies depending on the ability and study habits of the student and the capabilities of the school to guide and support the student in this language.

### Group

2

French is offered as Language B ab initio in which the language is taught in a manner appropriate for students who are interested in acquiring a new language or have very little knowledge of the French language. (79)

### Language Assessment Policy

Assessment in language like all other subject areas within the school is carried out in accordance with the school Assessment Policy Handbook guidelines.

## **Implementation of the Language Policy at School**

- Consult Head of English regarding student outcomes and progress in Language A English Language and Literature.
- Determine a planned pathway for students entering the school at various key stages, and with varying degrees of proficiency in English and additional languages.
- As PACER Team, review and rewrite Language Policy.
- Consult Primary Leadership Team and introduce their input to create Whole School Language Policy.
- Communicate policy with the wider parent community.
- Adjust timetable and recruitment accordingly.
- Implement Whole School Language Policy.
- Monitor student progress and outcomes annually and review policy accordingly.