



Language Policy

Introduction

The support for language opportunities starts at home but beginning with the first few years of school until graduation, language plays a central role in the learning and achievement of students. A school with an articulated Language Policy across the curriculum is more likely to gain a pervasive institutional understanding of its responsibilities to its language learning community.

The Language Policy is an action statement, which informs how students at IC, learn language, about language and through language. It provides a common understanding of aims and objectives of language learning and teaching and stresses the transdisciplinary nature of language learning. Thus, the purpose of a Language Policy at IC is to have a common stand on the learning and teaching of language and the language of instruction.

Philosophy

Language is fundamental to learning, thinking, learning and communicating, and it permeates the entire curriculum. It is a medium of inquiry and central to students' intellectual, social, and emotional development. We believe students learn language, about language and through language in authentic contexts. Learning languages promotes international mindedness. All teachers at International College are language teachers.

Rationale

Language is an essential tool for learning across the curriculum. Students learn language, learn through language, and learn about language in an environment that supports inquiry: exploring concepts, solving problems, organizing information, sharing thoughts and discoveries, formulating hypotheses, as well as explaining ideas and different points of view.

All students should have an opportunity to study Arabic in addition to the language of instruction as well as a third language.

Principles

The following principles guide the IC Language Policy-

- English, French, and Arabic are the main languages at IC, and students are selected on their ability to function in these languages.
- Acquisition of more than one language empowers students to become citizens of the world and to grow beyond their own culture.
- The language policy is based on a carefully defined scope and sequence framework covering knowledge, competencies, attitudes, concepts, and action.
- Language learning and teaching are based on the principle that assessment guides instruction.
- Language learning and teaching are based on engaging students in a variety of authentic experiences connected to real life situations.
- Language learning and teaching use a variety of resources in a rich, collaborative, organized, and risk-free environment.
- Penmanship, presentation skills and ICT are fundamental principles.
- Language learning and teaching are transdisciplinary, cutting across subjects and disciplines.
- The knowledge of and the ability to teach in the language of instruction is fundamental to professionalism.
- School staff members are expected to model effective language skills.

Practices

The following practices reflect the IC Language Policy-

- Students participate in a variety of authentic activities specifically designed to give them the experiences and knowledge they will need to become effective listeners, speakers, readers, and writers.

- Teachers and librarians work cooperatively to provide ongoing instruction regarding the location and appropriate use of information from varied reference materials.
- Students write in many different text forms in order to narrate, recount, process, report, explain and expose
- Students learn the conventions of the language, including correct usage, grammatical correctness, spelling, punctuation, and capitalization, through listening, speaking, reading, writing, viewing and presenting.
- Penmanship, presentation skills and ICT are fundamental practices.
- Students become aware that writing is a means of clarifying thinking and that it is a process which embodies several stages, including prewriting, drafting, receiving responses, revising, editing, and post writing activities including evaluation.
- All students, individually and in various groups, read and respond in a variety of ways to literary works.
- The language curriculum at IC is aligned with all the programs offered including: Lebanese Baccalaureate, Baccalauréat français, International Baccalaureate, and College Preparatory Program. Scope and sequence documents are developed for English/ French as a language of instruction, French/ English as a second or other language, Special Arabic as a heritage or foreign language, Regular Arabic as a main language in the official Lebanese curriculum.

Assessment

Language assessment is in alignment with the IC assessment policy.

- The scope of every language and the sequence of concepts and competencies will be assessed according to grade-level standards and expectations using international documents such as "le socle commun", PYP scope and sequence, the European framework etc...
- Language assessment should make use of numerous strategies and tools (Appendix attached). It is formative and summative and is both a process and a product.
- Assessment tasks should be as close as possible to real life tasks. They should be informative, integral to the curriculum, developmentally and culturally appropriate, recognize self-evaluation and invite active collaboration and be on-going.

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