



Language Policy

Introduction

IC offers four programs: the French, Lebanese, International Baccalaureate (PYP and DP), and the CPP (College Preparatory Program). At IC, we aim to immerse our learners in an environment of multilingualism. We believe that language plays a central role in education and in helping learners understand and contribute to the world. Language is the foundation of all learning, and we view it as a key factor in fostering international-mindedness and global citizenship.

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

Philosophy

Language is fundamental to learning, thinking, 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 that students most efficiently learn language, about language, and through language in authentic contexts. In a multilingual learning community, students are encouraged to be open-minded communicators, open to the perspective, values, and traditions of others. Multilingual language learning promotes international-mindedness and improves our understanding and appreciation of our own cultures. Language proficiency plays a significant role in developing life-long learners. Every community member is involved in language, and all teachers at IC 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, and explaining ideas and different points of view.

As an international school in Lebanon, we are strongly committed to fostering the Arabic language as part of our school culture. In addition to the language of instruction, all students should have an opportunity to study Arabic and a third language, as per the chart at the end of the document.

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 grow beyond their own culture.
- IC supports its language learning policy through a carefully defined scope and sequence framework and the careful implementation of the ATs (Approaches to Teaching and Learning) to strengthen language learning inside and outside the school.
- Language learning and teaching are based on the principle that assessments guide instruction.
- Language learning and teaching are based on engaging students in various authentic experiences connected to real-life situations.
- Language learning and teaching use various resources in a rich, collaborative, organized, and nurturing environment.
- Penmanship, presentation skills, and Information and Communications Technology (ICT) are fundamental to our language program.
- 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 a prerequisite of effective teaching.

Practices

The following practices reflect the IC Language Policy

- Students participate in various authentic activities specifically designed to give them the experiences and knowledge needed to become effective listeners, speakers, readers, and writers.
- Teachers and librarians cooperatively provide ongoing instruction regarding the location and appropriate use of information from varied reference materials, including reliable online resources.
- Students write in many different text forms to narrate, recount, process, report, explain, and expose.
- Students learn the language conventions, 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 understand that it is a process that embodies several stages, including prewriting, drafting, receiving responses, revising, editing, and is followed by post-writing activities, including evaluation.
- All students read and respond in multiple ways to literary works individually and in various groups.
- 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 language, Special Arabic as a heritage or foreign language, and regular Arabic as a main language in the official Lebanese curriculum. Arabic is the main language for Lebanese students joining the IB Diploma Program (see chart below).
- Language needs are differentiated and supported upon transitioning or admitting our learners to different programs and are based on proficiency needs.
- The best learning and teaching practices were adopted and diversified for online teaching.

- Suitable resources and EdTech tools have been carefully selected, designed, and developed for blended and online learning; they have become an integral part of language teaching and learning.

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, Massachusetts Standards, etc.

- Language assessment should make use of numerous strategies and tools. It is formative and summative and is both a process and a product based on feedback that feeds forward.*
- Assessment tasks are as close as possible to real-life tasks. They should be informative, integral to the curriculum, developmentally and culturally appropriate, recognize self-evaluation, and encourage ongoing collaboration.

* While feedback focuses on a student’s current performance, feed forward looks ahead to future assessments and proposes constructive advice on how to do better.

Language Offerings at IC

	Lebanese Program	French Program	IB: PYP	IB: DP	CPP
Language of Instruction 1	French Section: French English Section: English	Français	French Section: French English Section: English	English A Arabic A (Lebanese students only by law)	English
Language of Instruction 2	Arabic serves as the second language of instruction (K-12) and the language of instruction for social studies (8-12)	L'arabe est la deuxième langue d'enseignement (K-12) Pas d'autres matières que l'arabe en langue arabe. Special Arabic (AFL) pour les étudiants titulaires d'une exemption officielle du ministère de l'Éducation		Arabic B SL/HL OR Arabic ab initio OR French B SL/HL OR Spanish ab initio	French (FLE)
Language of Instruction 3	French Section: English (EAL) English Section: French (FLE)	Anglais (EAL)	French section: English (EAL) English section: French (FLE) (for students holding an official exemption from the Ministry of Education) Arabe= langue seconde "Special Arabic"		Special Arabic(AFL)
Language 4	Spanish as elective in grade 8 AA RB	Espagnol en option Special English supported and differentiated			Special French supported and differentiated

Last Updated May 2022