

# **LWIS – CiS IB LANGUAGE POLICY**

## **School Language Policy**

At LWIS-CiS, we believe that language allows us to develop, communicate and become lifelong learners. Hence the school is trilingual from KG1 to G9, with the choice of a fourth language on offer at Senior School. The school fosters an inclusive environment for students from diverse linguistic and cultural backgrounds. In this respect, language acquisition at school (i.e. English, Arabic, French, and Spanish) aims not only at reflecting the school international identity but also being the platform for our learners to understand and appreciate the world's diverse social and cultural identity.

All teachers, except for Arabic, Spanish and French, must be well-versed in English as English is the main language of communication in school between students and faculty. Throughout, all teachers are considered language teachers each in his/her subject, monitoring the language quality all along the course work.

## **Languages of Teaching and Learning and Choices Offered**

The school offers the Lebanese Baccalaureate Program, the American High School Diploma program, and the IBDP.

In the Lebanese Program, the language of instruction is English in all subjects, except for Arabic, French, and SST. Arabic and English are offered equally as first languages whereas French as a second language is offered at more than one level from KG1 to G8. Students in the Lebanese Program are engaged in various internal and external school activities (oral and written) that reveal their language skills and connections to other cultures whether in English or Arabic (mother tongue).

In the American High School Diploma Program, English is the first language of instruction in all subjects, except for Arabic, Spanish and French. Arabic and French are offered as a second language at more than one level throughout, while Spanish is offered at more than one level at Senior School. Such language acquisition contributes to the multicultural identity of our international community and helps students develop a better understanding of social and ethical values in a changing world.

English as a first language is offered at more than one level at each grade in the Middle and Senior School. The school offers an ESL (English as a Second Language) program as well as English language and English writing support program in all grades. ESL is also taught outside the mainstream classroom and aims at building linguistics proficiency, confidence and the ability to connect with other language learning, developing communication competence, and equipping students with the linguistic skills necessary to integrate fully into mainstream classes. Teaching and learning are structured to encourage risk-taking, inspire intellectual curiosity and develop academic and cognitive skills.

## Practices Related to Language Choices and Planning

In the IB Diploma Programme, the school offers Language A (English) at higher and standard levels and Language A (Arabic) at standard level for students whose mother tongue is Arabic and with near native competency in English respectively, thus allowing a bilingual diploma award. The two Language A (English and Arabic) courses offered, enhance written and oral skills through presentations, inquiry, use of variety of novels and texts, teaching strategies, critical analysis of texts, etc. . In addition, the school offers French B and Arabic B at standard levels for learners whose mother tongue is not French and Arabic or whose mother tongue is French or Arabic but is not with near native competency, respectively. Spanish ab initio is offered for learners with no knowledge of Spanish. Support is available for students joining Language B.

IB candidates that show lack of English language proficiency upon assessment will join reading and writing support classes before joining IB year 1. A diversity of teaching strategies, writing skills, conventions of referencing, guided reading, texts, etc., will be implemented individually or in groups. Opportunities for development of speaking, listening, reading, writing and presentation skills are integrated on a daily basis in various situations, such as classroom discussions, group work and presentations. Linguistic skills, literary skills, inquiry-based language learning, and language links to other subjects are all part of the language curriculum and opportunities given in and out of class (activities by individual students or group work). Students cannot graduate unless they successfully pass all the English courses offered in Senior School.

The Language Policy is a working document related to the Admission and Assessment Policies simultaneously. It starts during the first student's interview where he/she becomes aware of the teaching and learning languages in school as well as the languages offered in the school IBDP courses and the inclusion accommodations to be offered in school.

### Review of the Language Policy

A steering committee consisting of the school principal, vice principal, DP Coordinator, Linguistic heads of departments, heads of sections, and other community members (i.e. teachers, students, librarian, parents/guardians) will collaboratively be responsible for reviewing, developing, allocating needs and communicating the policy.

Revised: June, 2023