



المدرسة اللبنانية  
THE LEBANESE SCHOOL

**The Lebanese School – Qatar**  
**International Baccalaureate Diploma**  
**Programme**  
**Language Policy**

## **Introduction**

LSQ fully embraces the International Baccalaureate's commitment to multilingualism. We believe that developing strong language skills, both in a student's native tongue and additional languages, is crucial for academic success and global citizenship. Our Language Policy reflects this philosophy, creating a vibrant multilingual environment where language acts as a bridge to critical thinking, effective communication, and intercultural real understanding. Our policy guides how we teach and learn languages, emphasizing their interdisciplinary nature and shaping well-rounded, internationally minded individuals.

## **Philosophy**

LSQ believes that language is an essential part of intellectual growth, social connection, and self-expression. We believe that the best way to learn a language is through authentic, multilingual environments. Our approach to learning fosters open-minded communication, a deep appreciation for diverse perspectives and traditions, and the development of lifelong learners. In our vibrant community, every member and teacher is a language teacher, contributing to a tapestry of learning and understanding. Our philosophy is built on the belief that language is the cornerstone of intellectual curiosity, global citizenship, and a journey of endless discovery.

## **The Language Policy in Action**

At LSQ, students are immersed in a rich and diverse language environment where they can learn and express themselves in English, French, and Arabic. At LSQ we:

- cater to varying levels of language proficiency through differentiated instruction, and leveled resources.
- host cultural events, and performances showcasing different languages and traditions.
- award or acknowledge students' progress and accomplishments in language learning through certificates, prizes, or public recognition.
- assess language skills not just in dedicated language classes but also across other subjects to showcase their importance.
- collaborate with local language communities, and cultural organizations, to provide authentic language learning experiences.
- offer professional development opportunities for teachers to acquire knowledge and skills in teaching diverse languages and supporting multilingual learners.
- develop a school language policy that clearly outlines the importance of language learning and allocate resources to support effective language programs.
- communicate with stakeholders in all three languages.

We believe that being multilingual is key to becoming a global citizen as it fosters critical thinking, expands horizons, and empowers students to transcend their own borders. Our Language Policy is designed to promote growth in the language skills of our students. Our carefully structured curriculum ensures students' progress and master their language skills.

- Our teaching approach is guided by the Approaches to Teaching and Learning framework, which helps us provide instruction informed by consistent assessment.
- We prioritize authentic experiences that allow students to engage in real-life situations, which helps to spark their interest and enthusiasm for learning.
- We are committed to promoting interdisciplinary learning by eliminating subject barriers, which enables students to make connections between languages and different fields of study.
- Our faculty have a strong command of the language of instruction, crucial to effective teaching.
- We consider that every teacher is a language teacher, contributing to the development of students' language through:
  - using clear and concise explanations and accurate language
  - promoting active listening and questioning to aid understanding
  - providing various opportunities for the development of oral and written communication skills
  - cultivating a language-rich environment
  - collaborating with language arts teachers

### **IB DP Language Courses Offered at LSQ**

- Group 1- Language A: Language and Literature: French and English
- Group 2- Language B: Arabic HL .....

### **Language Requirements**

DP Students are required to select at least one language from Group 1: Studies in Language and Literature and Arabic from Group 2. To understand the requirements mentioned in the Admission Policy, the IB outlines distinct proficiency levels for both Language A and Language B courses, each tailored to specific goals and learner backgrounds.

Group	Course Title	Requirements
1	Language A	Students study the language they are most proficient in, either Standard Level (SL) or Higher Level (HL). Students will explore classic and contemporary texts, delving into the intricate literary and non-literary bodies of works, concepts, and socio-historical contexts. While honing their analytical skills, they will also refine their written and oral communication, learning to express themselves with nuanced clarity and elegance.
2	Language B	Students study an additional language at either Standard Level (SL) or Higher Level (HL). The focus shifts to equipping students with practical communication skills for everyday situations. They will learn to converse confidently, understand key information, and write effectively in everyday contexts. Whether navigating travel, academic discussions, or social interactions, this level lays the groundwork for real-world language use.

### Support for Language Learners

Language support is tailored to individual proficiency levels during admission or program transitions and continues during DP years. The school provides the following support for language learners through:

- Analyzing the language results of students in Grade 10/ES1 and creating action plans accordingly.
- Conducting a diagnostic assessment at the beginning of DP 1 to identify the strengths and areas for improvement of each student.
- Organizing additional language support sessions to help students achieve their language proficiency goals.
- Providing students with experiences that promote cultural understanding and language fluency.
- Engaging students in Debate clubs to enhance their communication skills and foster cultural awareness.
- Organizing Eloquence competitions to encourage students to showcase their language proficiency and public speaking skills.
- Using a variety of interactive learning resources to develop students' language skills and make learning fun and engaging.
- Reviewing the curriculum scope and sequence of middle and secondary schools to ensure proper and smooth progression of skills across grade levels.

### **Support for Home Language**

- Expand the library collection to include books in students' home language.
- Designate days where students can read books or present stories in their home language to others.
- Host a school event where students create displays or presentations showcasing their home language and culture.
- Organize international days and incorporate aspects of different cultures and languages.
- Create student-led clubs focused on specific languages where they can learn, share their culture, and celebrate their heritage.

### **Policy Review**

This policy was written in January 2024. The academic senior leadership team will continue to monitor the application and effectiveness of this policy. It will be reviewed every two years and updated as necessary.