

# LANGUAGE POLICY

## POLICY INFORMATION

|                         |                                                |
|-------------------------|------------------------------------------------|
| <b>Policy Owner</b>     | English/French Secondary Language Coordinators |
| <b>Applicable To</b>    | Staff – Parents - Students                     |
| <b>Last Updated</b>     | 2026                                           |
| <b>Next Review Date</b> | 2028                                           |

### Policy Review and Amendment

The Lebanese School Qatar reserves the right to review, amend, or update this policy at any time to ensure alignment with school needs, applicable regulations, accreditation requirements, and best educational practices. Any approved revisions shall take effect from the date of publication unless otherwise specified.

## 1. INTRODUCTION AND CONTEXT

The Lebanese School in Qatar is a multilingual and multicultural institution offering two main educational tracks: the French section and the English section. Both sections share a strong foundation in Arabic, which is the mother tongue of most students and is central to their cultural identity. French and English serve as the primary languages of instruction depending on the section, reinforcing LSQ's commitment to balanced plurilingualism.

LSQ fully embraces the 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.

Our student body is linguistically diverse, and our educational offer reflects the school's ambition to produce fully bilingual or trilingual graduates, capable of studying, working, and contributing meaningfully in international, multilingual contexts.

## 2. LANGUAGE PHILOSOPHY AND GOALS

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.

LSQ views language as a tool for communication, identity building, and academic success. Our goals are to:

- Ensure that every student achieves academic proficiency in at least two languages.
- Support the maintenance and development of the mother tongue (Arabic) across all levels.
- Promote intercultural understanding and global citizenship through multilingualism.
- Prepare students for external language certifications.

## 3. WORLD LITERATURE AND CULTURAL CONTEXT

As part of the curriculum, students study literary works from different cultures and historical periods. These texts are studied within their literary, historical, and cultural contexts and approached analytically and critically. References to beliefs, values, or practices reflect the societies in which the works were produced and do not constitute religious instruction or endorsement. Teaching and classroom discussions are conducted in a manner that respects local cultural and religious values and complies with national regulations.

## 4. LANGUAGE PROFILES AND CURRICULAR ORGANIZATION

### A. French Section

- Language of instruction: French
- Taught languages: Arabic and English
- Language goals: Ensure full mastery of academic French as the primary language of schooling; ensure full mastery in Arabic and high proficiency competence in English.

### B. English Section

- Language of instruction: English
- Taught languages: Arabic and French
- Language goals: Develop full mastery of academic in English as the primary language of schooling; ensure full mastery in Arabic; develop communicative French skills.

### C. IB Diploma Programme

- Language courses offered: Group 1- Language A: Language and Literature: French, English and Arabic.
- DP Students are required to select two languages from Group 1: Studies in Language and Literature. All students are required to take Arabic A while English track students are required to add English A and French track students are required to add French A.

## 5. ARABIC LANGUAGE AND CULTURAL IDENTITY

Arabic holds a central role as the common heritage language of the school. It is taught in all sections with the goal of:

- Preserving national and cultural identity
- Developing reading and writing skills in Modern Standard Arabic
- Enabling students to meet Lebanese or Qatari national curriculum expectations.

## 6. LANGUAGE SUPPORT AND DIFFERENTIATION

LSQ is committed to offering targeted and sustained support for language learners. Language support is tailored to individual proficiency levels during admission or program transitions and continues throughout students' progression. The school provides:

- Diagnostic assessments at key transition points to identify strengths and areas for improvement.
- Additional support sessions to help students meet their language goals.
- Engagement in debate clubs and eloquence competitions to build confidence and fluency.
- Interactive learning resources to make language acquisition more accessible and enjoyable.
- Curriculum scope and sequence reviews to ensure skill progression across grade levels.
- Opportunities for cultural immersion that deepen both language use and intercultural understanding.
- Teachers use differentiated instructional strategies to support language development across all disciplines.
- Language coordinators work with subject teachers to integrate language objectives into content areas.

## 7. ASSESSMENT AND CERTIFICATION

LSQ uses a variety of tools to assess language progress:

- Internal assessments aligned with curricular standards
- External assessments: DELF (A2-B2), SAT, MAP Growth, and IB language exams
- Language exams upon entry

## 8. STAFF DEVELOPMENT AND LANGUAGE COMPETENCY

- Language teachers are expected to be proficient in their target language and knowledgeable about effective second language pedagogy.
- Ongoing professional development is provided in:
  - Differentiation for language learners
  - Subject-specific language instruction
- French section staff are encouraged to sit for the DELF B2 examination to strengthen their language certification and ensure alignment with expected proficiency standards.

## 9. LANGUAGE ENVIRONMENT AND SCHOOL CULTURE

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:

- 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.
- 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.

### *Language Policy*

- 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

## **10. SUPPORT FOR HOME LANGUAGE**

To celebrate and sustain linguistic heritage, LSQ also:

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

## APPENDIX A: LANGUAGE TEACHING SESSIONS BY SECTION AND GRADE – FRENCH SECTION

|               | PS | MS | GS | EB1 | EB2 | EB3 | EB4 | EB5 | EB6 | EB7 | EB8 | EB9 | ES1 | ES2 | ES3SE | ES3 SV-SG |
|---------------|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|-----------|
| <b>French</b> | 17 | 16 | 14 | 9   | 9   | 9   | 8   | 8   | 8   | 6   | 6   | 6   | 5   | 4   | 3     | 2         |
| <b>Arabic</b> | 7  | 7  | 8  | 8   | 8   | 8   | 8   | 8   | 8   | 6   | 6   | 6   | 5   | 2   | 3     | 2         |
| <b>ESL</b>    | 0  | 0  | 1  | 1   | 1   | 1   | 2   | 2   | 2   | 2   | 2   | 1   | 2   | 2   | 0     | 0         |

**APPENDIX B: LANGUAGE TEACHING SESSIONS BY SECTION AND GRADE - ENGLISH SECTION**

|                | Nr | KG1 | KG2 | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 SE | G12 LS-GS |
|----------------|----|-----|-----|----|----|----|----|----|----|----|----|----|-----|-----|--------|-----------|
| <b>English</b> | 17 | 16  | 14  | 8  | 8  | 8  | 8  | 8  | 8  | 6  | 6  | 6  | 5   | 4   | 3      | 2         |
| <b>Arabic</b>  | 7  | 7   | 8   | 8  | 8  | 8  | 8  | 8  | 8  | 6  | 6  | 6  | 5   | 2   | 3      | 2         |
| <b>FLE</b>     | 0  | 0   | 1   | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 1  | 2   | 0   | 0      | 0         |