

Stars College High School - Language Policy

Academic Year: 2025–2026



I- Introduction

Stars College High School remains committed to the vision that learning a new language fosters new perspectives and enriches students' futures. We integrate language learning across all subjects, aiming for a clear understanding of diverse communities. This document shows our philosophies regarding language and language development:

- It gives our faculty the framework that will help them stay consistent while working with all grade levels concerning all the subjects.
- It paves the way for parents' understanding of our principles and practices as well as our curriculum.
- It guides teachers in their planning, presentation and evaluation stages of teaching.

Following these aspects and guidelines allows us to grow, improve and keep the standards of international education.

II- Language Philosophy and Policy

At Stars College High School, we believe that **language is the cornerstone of all learning**. It is not only a tool for communication but also essential for cognitive, emotional, and social development. Our language policy is grounded in the understanding that **all teachers are language teachers**, responsible for supporting students' language development across all subject areas.

Core Principles of Our Language Policy

- Language is the foundation for all academic and personal growth.
- Every teacher contributes to the development of students' language skills through their subject area.

- Language specialists provide targeted support to ensure effective acquisition and development.
- Language learning includes not only linguistic skills but also attitudes and an understanding of how language functions in diverse contexts.
- Multilingualism fosters international-mindedness and supports the development of the IB Learner Profile attributes.

Language of Instruction

English is the primary language of instruction at Stars College High School and is taught as Language and Literature for secondary cycle students and Language acquisition for students in MYP programme. Subjects such as Mathematics, Science, Information Technology, and Robotics are all taught in English. We recognize English as a global language that opens doors to international education and opportunities. It helps our students break barriers and broaden their global perspective.

Arabic Language Instruction

In addition to English, **Arabic is a core language** at our school and is taught as Language and Literature. Arabic is introduced at the age of 3 with 10 sessions per week. From Grade 1 onwards (age 6), students receive 8 Arabic sessions weekly. This structured approach supports the development of strong bilingual abilities, honoring our students' cultural and linguistic heritage.

Guiding Beliefs of Our Language Policy

- **Bilingual Focus:** English and Arabic are the two main languages of the school. Admission is based in part on students' ability to function in these languages.
- **Global Citizenship:** Learning multiple languages empowers students to understand and appreciate other cultures, enhancing their global competence.

- **Integrated Support:** Our language program is supported by a clear scope and sequence and implemented through the **Approaches to Teaching and Learning (ATLs)** to promote language development both within and beyond the classroom.
- **Assessment-Driven Instruction:** Assessments are used to inform and guide teaching, ensuring language instruction meets student needs.
- **Authentic Learning:** Students engage in real-life, meaningful language experiences that promote practical application.
- **Resource-Rich Environment:** Language instruction takes place in a collaborative and nurturing setting enriched with diverse learning materials.
- **Skill Integration:** Communication, presentation skills, and Information and Communication Technology (ICT) are embedded in our language programs.
- **Transdisciplinary Learning:** Language development occurs across all subject areas, reinforcing its importance in every academic context.
- **Teacher Competency:** Proficiency in the language of instruction is a prerequisite for effective teaching at Stars College High School.

III- Language Practices at Stars College High School

The following practices embody the principles of the Stars College Language Policy and are designed to foster holistic language development in all students:

- **Authentic Learning Experiences:** Students engage in meaningful, real-world tasks aimed at developing their skills in listening, speaking, reading, and writing.
- **Collaborative Information Literacy:** Teachers and librarians work together to provide ongoing instruction in locating, evaluating, and appropriately using a variety of reference materials, including credible digital sources.
- **Diverse Writing Forms:** Students produce a range of written texts to serve different purposes, such as narrating, recounting, explaining, analyzing, and reporting.

- **Conventions of Language:** Through integrated language activities—listening, speaking, reading, writing, viewing, and presenting—students acquire proper grammar, punctuation, spelling, capitalization, and usage.
- **Writing as a Process:** Students are taught to view writing as a reflective process involving several stages: prewriting, drafting, feedback, revising, editing, and post-writing reflection and evaluation.
- **Literary Engagement:** All students read and respond to a wide variety of literary texts both independently and collaboratively, using multiple interpretive approaches.
- **Curriculum Alignment:** The language curriculum is aligned with all academic programmes offered at Stars College, including the Lebanese Baccalaureate and the IB Diploma Programme.
- Arabic remains the principal language for Lebanese students enrolled in the IB Diploma Programme.
- **Language Differentiation:** Language instruction is adapted to meet the diverse needs of learners transitioning between programs or entering at different proficiency levels.
- **Digital Adaptation:** Effective and varied instructional strategies have been implemented to support language learning in online and hybrid environments.
- Appropriately selected and thoughtfully developed resources and EdTech tools (Active inspire) have been seamlessly integrated into blended and online learning environments, serving as a vital part of language instruction and enhancing both teaching effectiveness and student learning outcomes.

IV- Language Assessment

Language assessment at **Stars College High School** aligns with the school's overall assessment philosophy and supports effective language acquisition and development across all grade levels. Each language is assessed according to clearly defined grade-level standards, focusing on the progression of concepts and competencies outlined in

the school's scope and sequence documents. Key principles guiding language assessment include:

- **Comprehensive and Balanced:** A variety of strategies and tools are used to assess student learning. Assessment includes both formative (ongoing and feedback-driven) and summative (final performance-based) components. It is viewed as both a process and a product, with feedback intended to guide and enhance future learning.
- **Authentic and Purposeful:** Tasks are designed to reflect real-life language use. Assessments are meaningful, integrated into the curriculum, and appropriate to students' developmental and cultural contexts.
- **Reflective and Collaborative:** Students are encouraged to engage in self-assessment and reflection. Assessment also promotes collaboration and continuous feedback among students and teachers to support individual growth.

Language Category	Lebanese Program	IB: PYP	IB: MYP	IB: DP
Language of Instruction 1	English	English	- English A -English B - Arabic A (<i>Lebanese students only by law</i>)	- English A - Arabic A (<i>Lebanese students only by law</i>)
Language of Instruction 2	- Arabic is second language of instruction (K–12) - Main language for social studies (Grades 8–12)	Arabic	Arabic	- Arabic B HL - French ab initio

V- Criteria for Placement in DP Language Levels

Applicants to the International Baccalaureate Diploma Programme (DP) at Stars College must meet the following criteria:

Admission into the IBDP at the secondary school is open to all students in grade 10 across programs (Lebanese Bac program and foreign system students). Accordingly, students joining the IB 1 class have different academic backgrounds of content and skills.

Admission takes place during the class meetings of the second trimester, and it follows the following criteria:

1. Student academic performance during the first and second trimesters of grade 10.
 2. The result of an English proficiency exam with a grade of 80/100 for English SL students and 85/100 for English HL students, along with a recommendation from the English teacher.
 3. The result of an Arabic proficiency exam for holders of Lebanese nationality only. A minimum grade of 70/100 is required along with a recommendation from the Arabic teacher.
 4. To enroll in Math Higher level (HL), the student needs to attain an average of at least 75/100. To enroll in a Math Standard level (SL), the student needs to attain an average of at least 70/100. Students admitted into the IB diploma program need to complete additional work in Math before joining the IB 1 year.
 5. Recommendations of the class teachers for the student's readiness to join the program.
- All students who join the IB DP as Lebanese nationals need to follow the conditions of the Ministry of Education and register in IB Arabic A and LB History and Civics, in order to get the equivalency of the IB Diploma with the Lebanese Baccalaureate.
 - Students applying from outside the school to join IB DP need to satisfy the above criteria.

4. Placement in Language Acquisition:

A student will be placed in **Language Acquisition** if **any** of the following apply:

- The language is not the student's primary language of instruction at home or school.
- Has studied the language for **less than 5 years** or as a **foreign/additional language**.
- Achieved above **60%** in language subjects over the past 2 years.
- Student is beginning to produce short analytical responses (100–200 words) with emerging control of structure and language features.

5. French ab initio — Placement Criteria:

- Student has **less than 2 years** of formal French instruction in school or private lessons.
- Student demonstrates **basic oral ability**, limited to simple greetings, introducing self, and

6. Arabic B (Language Acquisition) — Placement Criteria

- Student has completed **between 2 and 5 years** of Arabic language instruction in school.
- Student can engage in **simple conversations** on familiar topics, such as daily life, family, or school, using short sentences.

7. For subjects such as **Biology, Mathematics, Physics, Chemistry, and Economics**, students may enroll in Higher Level (HL) if they have achieved a minimum grade of 85 out of 100 in Grade 10. To be eligible for Standard Level (SL), a minimum grade of 80 out of 100 is required.

8. Additional Considerations:

- Final placement decisions are made by the IB academic committee in consultation with the Language Department and the DP Coordinator.
- Student placements are reviewed during the first semester and may be adjusted based on academic performance and teacher recommendations.

VI- Language Support and Differentiation Strategies

Supporting mother tongue languages with the integration of native language instruction within the curriculum, ensuring students can develop their mother tongue alongside the language of instruction. Through hiring bilingual educators, providing teaching materials, providing books in the library, and actively involving parents and the community to foster a supportive environment through cultural events. Regular assessments are conducted to monitor progress and adjust support strategies, promoting linguistic diversity and enhancing students' cultural identities and academic success.

Stars College school uses Language support through a variety of methods:

- 1. Peer assistance:** students can participate in translating to their peers and can facilitate better understanding during complex subjects
- 2. Language Classes:** Provide language classes specifically focused on supporting and developing students' mother tongue skills, with qualified teachers who are proficient in that language.
- 3. Multilingual Resources:** Ensure access to a wide range of multilingual resources, including books, digital materials, and learning aids in students' mother tongues, to facilitate their learning and research.
- 4. Assessment and Recognition:** Implement assessment strategies that recognize and value students' proficiency in their mother tongue, incorporating it into formal assessments and providing recognition for achievements in their native language.
- 5. Cultural Events:** Organize cultural events, festivals, and activities that celebrate linguistic diversity and promote the use of students' mother tongues within the school community.

6. Professional Development: Offer professional development opportunities for teachers focused on supporting students' mother tongues, including workshops, courses, seminars, and training sessions on effective teaching methods and strategies.

7. Parental Engagement: Encourage parental involvement in supporting students' mother tongues by providing resources, workshops, and information on the importance of maintaining and developing proficiency in their native language.

8. Leveled classes: We divide native speakers and non-native speakers into groups and use leveled books to go through different teaching methods based on the level of the student in the language.

Other Mother tongue language support:

1. Ensure availability of mother-tongue materials (ebooks, library resources)

2. Individual cases

Mother tongue opportunities are offered for students on a regular basis from KG through to Grade 12. The school will review the language needs of the students on an annual basis. This support maybe delivered in English or Arabic based on the student's needs.

For our school, the majority of students' mother tongue is Arabic or English, in the case of a student whose mother tongue is different, the school assesses these cases individually and decides on the support that should be provided.

Notice that the school celebrates the international day of Arabic Language at 18th of December and the English Day at 23 of April, by performing open day activities with parents, showing our students' talents.

VII- Parental and Community Engagement

Parental and community involvement are encouraged to reinforce language learning. The school promotes:

- Parental support of Arabic and English media (books, podcasts, films)
- Discussions around CAS, TOK, and service experiences in both languages
- Guest speakers from the local community
- Service-learning projects that allow students to use Arabic in real-world contexts

VIII- Assessment

Language development is assessed through:

- Listening
- Speaking
- Reading
- Writing
- Integration of multiple skills in authentic contexts

Assessments include formative evaluations, summative tasks, and oral/written presentations.

IX- Language Portfolios

Students in DP Language Acquisition courses will maintain **language portfolios** featuring:

- Reflective journals
- Writing samples
- Oral presentation recordings
- Self-evaluations and teacher feedback

These portfolios foster independent learning and monitor academic language progress.

X- Extended Essay Support

The Extended Essay (EE) is a core component of the DP that requires students to conduct independent research and write a 4,000-word essay. Stars College High School offers support for DP students in developing their language skills for the EE, including:

- **Academic writing workshops:** These workshops focus on clear thesis development, strong evidence integration, and proper citation styles in English.
- **Subject-specific support:** Language specialists collaborate with DP subject teachers to ensure students effectively use academic language relevant to their chosen research topic.
- **Individualized feedback:** Teachers provide ongoing feedback on students' writing to improve clarity, organization, and appropriate language use.

XI- Alignment with IB Values

This policy supports the **IB Learner Profile**, especially the development of communicators, inquirers, and open-minded individuals. It also supports the **Approaches to Learning (ATL)**, particularly in communication, research, and social skills.

Policy Review and Authorship

This language policy was collaboratively developed by the Stars College High School Language Policy Committee in alignment with the IB Programme Standards and Practices (2014). It is reviewed annually to ensure continued relevance and effectiveness in meeting the needs of our diverse student body.

Conclusion

Stars College High School's language policy fosters a stimulating and supportive environment for all learners. Our commitment to multilingualism empowers students to be effective communicators and prepares them for success in the globalized world, aligning

with the core values of the IB Programmes (PYP, MYP, and DP). This includes ensuring strong language skills for the critical Extended Essay component of the DP.