

Stars College High School - Language Policy

Academic Year: 2025–2026



Name of Policy	Language Policy
Reviewed by	DP staff and coordinator, MYP coordinator, PYP coordinator, Head of School
Established Date	Oct.31, 2025
Date of next review	June,01,2026

I. Mission & Vision

Mission

Stars College aims to contribute to the formation of distinguished national personalities, equipped with administrative, scientific, social, historical, media, and educational capabilities. The school emphasizes equipping students with modern language and scientific skills, fostering lifelong learning, and instilling values of ethical citizenship so that graduates contribute positively to society.

Vision

To cultivate a dynamic learning environment that empowers students to become innovative, ethical leaders and engaged citizens, equipped to navigate and contribute positively to a diverse and rapidly changing world.

II- 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.

III- 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.

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.
- Supporting teachers 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, Design 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.

In the PYP, language learning develops through play, inquiry, and exploration. Students express understanding through speaking, drawing, writing, and role play. Teachers intentionally plan language experiences across the six transdisciplinary themes, integrating literacy and oral communication in all subject areas.

- **Oral Language:** Listening and speaking are emphasized through stories, discussions, and presentations.
- **Visual Language:** Viewing and presenting develop interpretation and digital literacy.
- **Written Language:** Reading and writing are developed through phonics, guided reading, and early writing stages.
- **Home Language Support:** Teachers value students' home languages through multilingual displays, storytelling, and family contributions to inquiry.

Assessment in the PYP focuses on growth over time through observation, anecdotal records, and student portfolios.

Arabic Language Instruction

In addition to English, **Arabic is a core language** at our school and is taught as Language and Literature. **Subjects such as Arts, physical and health education, and individual and societies are also taught in Arabic.** 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.

IV- 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, Geogebra, Phet, ebooks for all subjects) 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.

V- 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 (Lebanese students only by law)	- English A - Arabic A (Lebanese students only by law)
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

VI- Admission Criteria for the IB Diploma Programme (DP)

Stars College High School ensures open and equitable access to the IB Diploma Programme for all students who can benefit from its educational experience. Admission to the DP is based on holistic criteria that emphasize readiness, motivation, and academic potential rather than exclusionary selection. HL and SL subject placements are determined through teacher recommendations, placement tests (for external students), and student preference discussions to ensure balance and success in the programme.

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 **internally and externally (after meeting the necessary requirements)** * to all students in grade 10 across programs (Lebanese Bac program and foreign system students). Accordingly, students joining the IB - DP1 class have different academic backgrounds of content and skills.

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

- 1.1 Student academic performance during the first and second trimesters of grade 10.
- 1.2 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.
- 1.3 The result of an Arabic proficiency exam a minimum grade of 70/100 is required for Arabic A: Language and Literature for Lebanese Baccalaureate students or success mark for Arabic B (HL), along with a recommendation from the Arabic teacher.
- 1.4 To enroll in Mathematics AI, Higher level (HL), the student needs to attain an average of at least 75/100, as for Mathematics AA (HL) the student needs to attain an average of at least 80/100. To enroll in a Mathematics AI Standard level (SL), the student needs to attain an average of at least 70/100, as for Mathematics AA (SL) the student needs to attain an average of at least 75/100.

For external students, for higher level mathematics (AI), Students must attain an average of 75/100 in the mathematics placement test and an average of 80/100 for higher level mathematics (AA), and must complete additional work in Mathematics before joining the IB DP-1.

1.5 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 or Arabic B (HL) in addition to History and Civics for students with Lebanese Baccalaureate, in order to get the equivalency of the IB Diploma with the Lebanese Baccalaureate.

▪ **External Students applying to the school to join IB DP need to satisfy the above criteria.**

The school is offering Arabic B (HL) for Lebanese curriculum students and French abinitio for foreign students:

1.6 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 very simple phrases.

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

Externally, student must attain 80/100 in the placement test, and his/her marks in the previous school shows a minimum average of 80/100 in each science subject to be chosen.

1.8 To enroll in economics subject, **internally**, a student must attain an average of 70/100 in grade 10.

As for **external students**, and since it is rare to find a school in our region teaching economic in English Language as we do, so, any student who succeeded in the placement tests done in English language and Mathematics, can enroll in economic.

1.9 Admission of external students in IB-DP programme requirements:

In addition to the required documents as mentioned previously, any student who succeed in the placement test with an average more than 70/100 can attend the IB -DP programme. The level of (HL or SL) in each subject is decided according to the above marks.

2. 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 home languages with the integration of native language instruction within the curriculum, ensuring students can develop their mother home 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 home 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 homes, to facilitate their learning and research.

4. Assessment and Recognition: Implement assessment strategies that recognize and value students' proficiency in their mother home, 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 homes within the school community.

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

7. Parental Engagement: Encourage parental involvement in supporting students' mother homes 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 home language support:

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

2. Individual cases

Mother home 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 home is Arabic or English, in the case of a student whose mother home is different, the school assesses these cases individually and decides on the support that should be provided.

For learning barriers, students are differentiated at the level of strategies, content, and assessment according to their IQ reports, and their educational achievement is directly followed up by phycologist and occupational therapist in direct cooperation with parents.

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 and Literature also 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 performed by EE coordinator, including:

- **Academic writing workshops:** These workshops focus on clear thesis development, strong evidence integration, and proper citation styles in English.

- **Subject-specific support:** Language coordinator and EE coordinator 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.

Support for students who are not proficient in the language of instruction:

Each year, at the beginning of the academic year, language teachers perform diagnostic exam to check the objectives that are not achieved by students at the level of English acquisition, and as a result all students who are below level must be supported as follows:

1. **Differentiation in Preparation:** Mention the names of the students who require support in teachers' preparation under "Differentiation."
2. **In-Class Focus:** Engage and support these students using varied instructional strategies. Also, have students write two new words from each session and use each word in a complete sentence. If time permits, the activity should be completed in class; otherwise, it can be assigned as homework.
3. **Teacher Feedback:** Provide feedback in the students' English notebooks under the "Support" section.
4. **Feedback should address the following areas:**
 - Sentence structure
 - Parts of speech (e.g., pronouns, nouns, verbs)
 - Synonyms
 - Subject-verb agreement
5. **Speaking Component:** Actively engage students in speaking activities during class. Prepare a short video based on a selection from the reading text and upload it to the school agenda. Students should be encouraged to watch the video multiple times to improve pronunciation, comprehension, and speaking confidence.

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.

XII- Community and Parental Engagement

Families and the local community play a vital role in supporting language learning. The school: - Promotes shared reading and storytelling in both English and Arabic. - Invites community speakers to share linguistic and cultural experiences. - Celebrates **Arabic Language Day (18 December)** and **English Day (23 April)** through exhibitions and performances. - Encourages parents to participate in workshops about multilingual development.

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.