



SAGESSE HIGH SCHOOL
MARY MOTHER OF WISDOM

AIN SAADEH

Language Policy

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Sagesse High School

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Purpose

The aim of the present document is to define the framework that is to be adopted for learning languages in all sections of Sagesse High School. It states how languages should be taught and learned in our school. It also shows how students are organized into the most appropriate pathways to develop their language learning.

The implementation of this policy will take effect as of September 2014. Certain elements may be introduced in successive phases but within a maximum delay of two academic years.

School Language Philosophy

In line with the Mission Statement, Sagesse High School challenges students to become “life-long learners and responsible citizens” by using the language both within and beyond school setting. The majority of the school community is a pluralistic Lebanese society that provides a wide variety of linguistic backgrounds and cultural heritage. Additionally, SHS recognizes the crucial importance of the development of the mother tongue and that is strongly linked to the cultural identity. However, students will also benefit from the cultural richness of other languages to ensure a healthy cognitive development.

Language Policy regulations

SHS recognizes the diversity of our students’ language profile and therefore Language needs are individually assessed by the School. In brief, one to three levels are available in each language. A minimum of 6 students is required to run a course. Students who do not meet the requirements of any of the languages provided are asked to take private tutoring. In this case, the school might offer those students an extra course with additional fees.

Linguistic and cultural profile of the school population

Lebanon is a multilingual country and all its languages are equally valuable modes of communication that partake in defining the student's identity. SHS promotes world languages from the earliest ages with the aim of giving the students the opportunity to become linguistically and culturally equipped to accept social differences.

SHS is a bilingual school that offers an educational curriculum in both Lebanese and American program (LP and AP). In addition, Sagesse High School offers IB Diploma Program in the Secondary Division.

English and Arabic are therefore, the main language groups represented in the school.

English as a medium of instruction

SHS believes that language diversity enriches the students' culture and knowledge; however English is the common language among all students. Teachers are expected to encourage students to communicate with their peers in English, in the classroom, in the playground and between classes. English is the main medium of instruction in all classes with the exception of other Language classes and some subjects in the Lebanese Program, therefore, every teacher is regarded as a language teacher. English is also used as a communication mode among all Staff and Faculty.

Language 1

English is considered as Language 1 in both American and IBDP program. In parallel, Arabic is Language 1 in the Lebanese Program.

Language 1 indicates that the language is taught in a way appropriate for students:

- For whom that language is their mother tongue
- For whom that language is one of their mother tongues
- Who have reached native or near native competency in the language.

1. The English Language Arts

In accordance with IBO / MYP / PYP / ONC/ CCSS/ LNC Standards

The American Program (AP) English Language and Composition

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. The students' writing and reading tasks make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

The International Baccalaureate Diploma Program (IBDP) – English A: Literature

The IBDP is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view. Two levels are available Standard or High level.

The Lebanese Program (LP) English as a medium of Instruction

The LP aims at leading students to fulfill the requirements of the Lebanese Ministry of Education curriculum in preparation for the government examinations. English is used as a medium of instruction and taught as a second language from KG to Sec III.

2. Arabic in the Lebanese Program

السياسة التربويّة: The Philosophy

تقوم سياسة المدرسة التربويّة، في ما يتعلّق بتعليم اللغة العربيّة، على التأكيد على الثوابت التالية:

- ١- ارتباط اللغة العربيّة بالهويّة اللبنانيّة.
- ٢- حيويّتها وقدرتها على مجاراة العصر.
- ٣- انفتاحها على الثقافات العالميّة.
- ٤- قدرتها على مواكبة العلوم والفنون.
- ٥- جماليّتها وتميّز صُورها وإيقاعها.
- ٦- مخزونها التاريخي والحضاريّ.
- ٧- الحاجة إليها في أسواق العمل.

أهداف هذا المنهج: Rationale

يهدف برنامج اللغة العربيّة، في المنهج اللبنانيّ، إلى تحقيق الأمور التالية:

- ١- التكامل بين كافّة الحلقات الدراسيّة (الروضة، الصفوف الأساسيّة بحلقتيها الأولى والثانية والثالثة، والصفوف الثانويّة)

٢- التوفيق بين الشفويّ والكتابيّ.

٣- إغناء المخزون اللغويّ عند المتعلّمين.

٤- تنمية الحسّ بالخير والحقّ والجمال.

٥- تعويد الذاكرة على حفظ كلّ ما هو جميل ومفيد.

٦- جعل اللغة العربيّة سهلة التناول عند المتعلّمين.

سياسة التعليم: Teaching Philosophy

تعليم اللغة العربيّة يأخذ في الاعتبار الأمور التالية:

١- أن يكون المعلّم مطلعًا على أحدث الأساليب التربويّة والوسائل التكنولوجيّة.

٢- أن يحترم المعلّم شخصيّة المتعلّم، ومواهبه، وإمكاناته، وقدراته.

٣- أن يحترم التحضير السنويّ والفصليّ والأسبوعيّ.

٤- أن يلتزم بالمنهج الرسميّ من حيث الخطوط العريضة.

٥- أن يتذكّر دائمًا أنّ المتعلّم هو هدف العمليّة التربويّة، فتعدّل البرامج تبعًا لمستوى كلّ تلميذ.

٦- أن يكون التدريس حيويًا، يعتمد على التفكير والتحليل والاستنتاج.

٧- أن يكون العمل الفريقيّ في صلب التعليم.

٨- أن تكون الأنشطة المحفّزة مرافقة للدرس.

التخطيط والمنهجية: Strategies and Methodology

تلتزم المدرسة بالمنهج الرسمي للدولة اللبنانية. لكن إدارة الدروس العربية تعمل بشكل دائم على تعديل التخطيط وتطوير المنهجية، بسبب التأخير في تحديث المناهج. لذلك، يتم العمل سنوياً على تعديل الدروس، وتجديد النصوص، وتطوير الأساليب التعليمية، بشكل يواكب مشكلات المتعلمين، ويسد الثغرات حيث توجد.

لكن ذلك لا يعني في أي حال عدم الالتزام بمخطط تربوي واحد، ومنهجية مرسومة المعالم والخطوات ومحددة الأهداف. وبسبب خصوصية تعليم اللغة العربية، التي هي من جهة لغة البلد الأولى، ومن جهة ثانية تختلف عن اللغة المحكية، فلقد اعتمدنا الاستراتيجية التالية:

- ١- الانتقال من المحكية إلى الفصحى بشكل تدريجي وطبيعي.
- ٢- التركيز على القراءة والفهم، ثم الكتابة.
- ٣- الانطلاق في الكتابة من حقل معجمي يعرفه المتعلم ويجيد التصرف به.
- ٤- التأكيد على الكتابة بشكل مفهوم قبل الوصول إلى الشكل الجميل.
- ٥- الجميع بين وضوح الفكرة وجمالية التعبير.

Language 2

SHS seeks to develop the elements that will encourage students to be positively engaged in learning additional languages to the mother tongue or first language.

Arabic, French, Spanish and Italian are considered as Language 2 in both American and IBDP Program. Only French, Spanish and Italian are Language 2 in the Lebanese Program since Arabic is Language 1.

Language 2 indicates that the language is taught in a way appropriate for students:

- For whom that language is not their mother tongue
- Who have not reached native or near native competency in the language

The American Program (Gr. 1- Gr. 12)

The Language curriculum is based on the European Frame of References for Languages. The course aims to give the students a standardized level in any language they choose. For this purpose, teachers will prepare students with the skills they need for success in colleges and Universities. By the end of their learning process, students will be able to sit for official tests such as SAT II French, Spanish and /or Italian, DELE (Diploma de Español como Lengua Extranjera), DELF (Diplôme d'Études en Langue Française), or PLIDA (Progetto Lingua Italiana Dante Alighieri) and get a Diploma that certify internationally the language level they have reached.

The Lebanese Program (Gr. 1- Sec II)

The Language curriculum is based on the European Frame of References for Languages. The learning pathway in the Lebanese Program is a slower process compared to the American Program due to the reduced number of hours of Language 2. However the aims of the course remain of equal importance when it comes to succeeding in colleges and universities. Students will be prepared to sit for SAT II French, Spanish and /or Italian, DELE (Diploma de Español como Lengua Extranjera), DELF (Diplôme d'Études en Langue Française), or PLIDA (Progetto Lingua Italiana Dante Alighieri).

The International Baccalaureate Diploma Program (Gr. 11/ IBDP1 - Gr.12- IBDP2)

IBDP is a two-year course that prepares students to enroll in Universities. It is a requirement of the IBDP program that students study at least one language other than English. The main emphasis of the Language 2 courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

By the end of the course and according to their level, IB diploma will certify their level and proficiency in the language taught.

Languages at SHS by division

Preschool (Pre-nursery, Nursery, KG1, KG2)

SHS provides the students with a challenging program introducing 3 Languages English Arabic and French. Some of those students will enroll in the American Program and others in the Lebanese Program starting Gr.1.

Usually, the number of periods per week in Arabic and French are:

Classes	Arabic _Periods of 50 minutes each	French_Periods of 50 minutes each
Pre-Nursery	2	–
Nursery	5	5
KG1	6	5
KG2	8	5

Lower elementary (Gr. 1-Gr. 3)

In the Lower Elementary, students follow an intensive Arabic course in both American and Lebanese Program considering that at this stage, students focus on mastering the writing of the rich Arabic calligraphy.

Usually, the number of periods per week in Arabic and French are:

Classes	Arabic _Periods of 50 minutes each		French_Periods of 50 minutes each	
	LP	AP	LP	AP
Gr.1	8	8	4	4
Gr.2	8	8	4	4
Gr.3	8	8	4	4

Upper elementary (Gr.4- Gr.6)

In the Upper Elementary, students continue studying Arabic at almost the same pace.

French is reduced to 150 minutes per week since other new subject areas such as

Geography and Computer are introduced to the curriculum, allowing the students to explore various topics in more depth and at a higher level of abstraction.

Usually, the number of periods per week in Arabic and French are:

Classes	Arabic _Periods of 50 minutes each		French_Periods of 50 minutes each	
	LP	AP	LP	AP
Gr.4	8	6	3	3
Gr.5	8	6	3	3
Gr.6	7	4	2	4

Intermediate Division_ Cycle 1: (Gr. 7- Gr. 9)

In the Intermediate Division new languages are introduced to the curriculum: Spanish and Italian

American Program

In the American Program, students will have the choice to learn one additional Language, Spanish or Italian, or they can continue taking Arabic and French as follows:

Cycle 1, for Language 2, starts in Gr. 7 AP. It is a three-year program aiming to ensure that students learn the language confidently and efficiently. Students will have to choose **two Languages out of four**, one language from group 1 and another from group 2 (table below) Languages are chosen upon student preferences, level of proficiency and literacy in that language. Choices are: Arabic, French, Spanish and Italian.

For each language students will have 3 periods of 50 minutes per week, 6 periods for both languages per week.

Usually, Gr. 8 AP and 9 AP are combined during languages keeping with their level.

In accordance with the need of the students, different languages and levels are available from A1.1 till B2.2. From the current Academic Year, languages and levels offered are:

Example table for Gr. 7 AP:

Group 1		Group 2	
Arabic	A2.1	Italian	A1.1
Arabic	B1.1	French	A2.2
Arabic	A2.2	French	A1.1
Spanish	A1.1	Spanish	A1.1

Example table for Gr. 8 AP & 9 AP:

Group 1		Group 2	
Arabic	A2.1	Arabic	A2.1
Arabic	A2.1	Arabic	A2.1
Arabic	B1.1	Arabic	B1.1
French	A1.1	French	A2.1
French	A2.2	Italian	A1.1
Spanish	A1.1	Spanish	A1.2
Spanish	A2.1	Spanish	A2.2

Lebanese Program

In the Lebanese Program, students will have the choice to learn one additional Language as well, Spanish or Italian, or they can continue taking French.

Arabic is obligatory in the Lebanese Program because it is Language 1. English is taught as a second Language.

Cycle 1, for Language 2, starts in Gr. 7LP. It is a three-year program. Students will have to choose **one Language out of three**. Language is chosen upon student preferences,

level of proficiency and literacy in that language. Choices are: French, Italian and Spanish.

Students will have 2 periods of 50 minutes a week.

In accordance with the needs of the students, languages and levels available are:

G. 7 LP	French A2.1	or	Spanish A1.1	or	Italian A1.1
Gr.8 LP	French A2.2	or	Spanish A1.2	or	Italian A1.2
Gr.9 LP	French A2.2	or	Spanish A2.1	or	Italian A2.1
	French B1.1				

Cycle 2

Secondary Division: (Gr. 10- Gr. 12)

American Program

Cycle 2, for Language 2, starts in Gr. 10A.P. It is a 3-year program as well. Students can continue learning one of the languages they chose in Cycle 1 or shift to another Language. Students will have to choose **one Language out of four**. Languages are chosen upon student preferences, level of proficiency and literacy in that language. Choices are: Arabic, French, Spanish and Italian.

For each language students will have 4 periods of 50 minutes a week.

Lebanese Program

Arabic is obligatory in the Lebanese Program because it is Language 1. English is taught as a second Language.

Cycle 2, for Language 2, starts in Sec I. It is a 2-year program. Students can continue learning one of the languages they chose in Cycle 1 or shift to another language. Students will have to choose **one Language out of three**. Language is chosen upon student preferences, level of proficiency and literacy in that language. Choices are: French and Spanish or Italian

Students will have 2 periods of 50 minutes a week in Sec I, and 1 period of 50 minutes a week in Sec II. The latter is owing to the density of the Lebanese program.

IBDP program

IBDP students can choose one out of 4 languages. Choices are: Arabic, French, Spanish and Italian

Three levels are available to accommodate students' interest in and previous experience of language study.

- **Language AB initio** courses are for beginners (that is, students who have little or no previous experience of learning the language they have chosen). These courses are only available at standard level.
- **Language B** courses are intended for students who have had some previous experience of learning the language. They may be studied at either higher level or standard level.

Course Selection sheet

Course selection for the coming Academic year is completed during the last month of school to ensure courses and staff will be in place to meet the needs of our students in September and create a more stable learning environment from the first day of school.

By the end of May of each year, 6th graders are given an orientation session by Language HODs and teachers, in presence of the HD as well. Students are briefed about the SHS's Language policy and the course selection sheet that they will have to complete with their parents. In parallel an orientation session is prepared for the parents to help them make the right choice for their children.

By mid-April, Gr. 9 L.P. students are given a course selection sheet to decide on the language they want to learn in Cycle 2.

Same goes for Gr. 9 A.P., by the end of May, 9th graders are given a course selection sheet to decide on the language they want to learn in Cycle 2.

Drop and Add policy

At the beginning of the year, students from Intermediate and Secondary Divisions, are given a period of two weeks to drop and add courses. During this period, students should remain in the course/courses they have selected in the course selection sheet.

(Appendix 1)

In order to change Languages, students must fill a drop and add request form and have it signed by the teachers, HODs and HD. (appendix 2)

Students are advised to complete a cycle in a particular language before shifting to another language. All parents are briefed and informed about the process of helping their child to make appropriate choices for the study of languages at SHS.

Before any student is allowed to attend a new course, he / she should sit for a placement test that will determine his / her proficiency level in the language course added.

If the student fails to meet the requirements of the language of his/her choice, he/she will be asked to remain in the language course that they have selected from the beginning or to take private tutoring or summer courses.

Tracking and follow up

Basically, students are advised to complete the cycle in a particular language before shifting to another language. However, in some cases, a follow up procedure is adopted at SHS for the students who wish to shift to another language in the middle of a Cycle, or the students that are not up to the level. In both cases, SHS students are requested first to submit a Drop & Add request form (Appendix 1) and have it signed and approved by the teachers and HODs of both languages and the concerned HD. SHS students and then asked to sit for a placement test in order to determine their level and place them in an appropriate course according to their needs.

Language Promotion policy

A passing grade in any Language course is a requirement for the promotion policy.

In accordance with the program that students enroll in, the passing grade is

LP	10/ 20
AP	80/100
IBDP	4/7

If a student fails to meet the requirements of a certain level in any of the languages provided at SHS, he/she will be asked to sit for a qualifying exam in accordance with the promotion policy (refer to the promotion policy). Depending on the cases, some students might be asked to change language or repeat the same level (if available) again.

Teaching methods and strategies

Teachers are expected to

- Recognize that students' ability to use language effectively has an important impact on their view of themselves and therefore on their confidence as learners
- implement policies that support "plurilingualism"
- help students monitor their progress by giving them regular and constructive feedback
- adopt a language continuum scope and sequence through out the years.
- combine different methodologies to accomplish the objectives
- offer differentiated learning programs and identify the language needs of each learner
- ensure that students meet the requirements of IBDP, SATII, DELE, DELF, PLIDA
- use a large variety of assessment tools to evaluate students' work
- attend training sessions and update their knowledge.
- be aware of the multilingual environments that surround the students

Assessment refer to the assessment policy

Language Admissions and Placement Policy (refer to the Admission policy)

New students undertake a language diagnostic test before being admitted to any language course. New students can refer to the Administration to check the course description and requirements of the test of their level. The placement test has 3 components with different weights:

- Reading Comprehension (30%)
- Written Expression (30%)
- Interactive Oral Expression (40%)

The Interactive Oral Expression is an interview with the teacher or the HOD. Along with the results of the written tests, the oral evaluation will determine the level of proficiency of the language or languages selected

If the student fails to meet the requirements of the language of his/her choice, he/she will be asked to take private tutoring or shift to another language whenever the case is applicable (starting Gr.7)

References and Bibliography

The English Language Arts edited by Mr. Roger Takla Head of English

Department

قسم اللغة العربيّة وآدابها في مدرسة الحكمة هاي سكول: المنهج المعتمد
إشراف وتنسيق ماري القصّيفي و ريمونا خليفة ٢٠١٤-٢٠١٥

CORSON Language Policy in Schools: A Resource for Teachers and Administrators

Guideline for developing a school Language Policy IB, published in April 2008.

Appendix 1



SAGESSE HIGH SCHOOL
Mary Mother of Wisdom
Ain Saadeh

New students: Intermediate AP

Course Selection Sheet

Dear Parents,

SHS recognizes the diversity of our students' language profile and, therefore, in the Intermediate Division, students will have the opportunity to learn 2 out of 4 languages.

Kindly take note that Languages at this stage are taught as cycles. This cyclic alignment ensures that students learn the language properly and efficiently. The cycles are:

- Cycle 1: Intermediate Division
- Cycle 2: Secondary Division

Cycle 1 is a 3-year program that starts in Grade 7 AP and ends in Gr. 9 AP. Students are advised to complete the cycle in a particular language before shifting to another language. Students who wish to shift to another language in the middle of a cycle must fill a Drop & Add request form.

One to three levels are available in each language. A minimum of 6 students is required to run a course. Students, who do not meet the requirements of any of the levels offered, should take private tutoring courses. It is worth mentioning that in such a case, the school might offer a course for those students with additional fees.

New students will have to sit for a diagnostic test that will determine their level

Kindly, select **two** of the languages listed below by marking the box ✓



Student's Name: _____ **Grade:** _____

For the next Academic year, 2018-2019, I wish to learn the following two subjects.

<input type="checkbox"/>	Arabic
<input type="checkbox"/>	French
<input type="checkbox"/>	Italian
<input type="checkbox"/>	Spanish

NB: Your choice will be pending until it is approved by the concerned Head of Department.

Parents' signature _____

Date: _____



SAGESSE HIGH SCHOOL
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 Ain Saadeh

New students: Intermediate LP

Course Selection Sheet

Dear Parents,

SHS recognizes the diversity of our students’ language profile and, therefore, in the Intermediate Division the students will have the opportunity to learn a new language or to continue with French.

Kindly take note that Languages at this stage are taught as cycles. This cyclic alignment ensures that students learn the language properly and efficiently. The cycles are:


- Cycle 1: Intermediate Division
- Cycle 2: Secondary Division

Cycle 1 is a 3-year-program that starts in Grade 7 LP and ends in Gr. 9 LP. Students are advised to complete the cycle in a particular language before shifting to another language. Students who wish to shift to another language in the middle of a cycle must fill a Drop & Add request form.

One to three levels are available in each language. A minimum of 5 students is required to run a course. Students, who do not meet the requirements of any of the languages levels offered, should take private tutoring. It is worth mentioning that in such a case, the school might offer a course for those students with additional fees.

New students will have to sit for a diagnostic test that will determine their level.

Kindly select **one** of the languages listed below by marking the box ✓



Student’s Name: _____ **Grade:** _____

For the next Academic year, 2018-2019, I wish to learn one of the following subjects.

<input type="checkbox"/>	French
<input type="checkbox"/>	Italian
<input type="checkbox"/>	Spanish

NB: Your choice will be pending until it is approved by the concerned Head of Department.

Parents’ signature _____

Date: _____



SAGESSE HIGH SCHOOL
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New students: Secondary Division AP&IB programs

Course Selection Sheet

Dear Parents,

SHS recognizes the diversity of our students' language profile and, therefore, in the Intermediate Division, students had the opportunity to learn 2 out of 4 languages. However, for the Secondary Division, students are asked to choose 1 out of 4 languages.

Kindly take note that Languages at this stage are taught as cycles. This cyclic alignment ensures that students learn the language properly and efficiently. The cycles are:

- Cycle 1: Intermediate Division
- Cycle 2: Secondary Division

Cycle 2 is a 3-year program that starts in Grade 10 AP and ends in Gr. 12 AP or IB2. One to three levels are available in each language. A minimum of 5 students is required to run a course. Students, who do not meet the requirements of any of the levels offered, should take private tutoring courses. It is worth mentioning that in such a case, the school might offer a course for those students with additional fees.

New students will have to sit for a diagnostic test that will determine their level.

Kindly, select **one** of the languages listed below by marking the box ✓



Student's Name: _____ **Grade:** _____

For the next Academic year, 2018-2019, I wish to learn the following subject:

<input type="checkbox"/>	Arabic
<input type="checkbox"/>	French
<input type="checkbox"/>	Italian
<input type="checkbox"/>	Spanish

NB: Your choice will be pending until it is approved by the concerned Head of Department.

Parents' signature _____

Date: _____



SAGESSE HIGH SCHOOL
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New students: Secondary Division LP

Course Selection Sheet

Dear Parents,

SHS recognizes the diversity of our students' language profile and, therefore, in the Intermediate Division the students will have the opportunity to learn a new language or to continue with French.

Kindly take note that Languages at this stage are taught as cycles. This cyclic alignment ensures that students learn the language properly and efficiently. The cycles are:

- Cycle 1: Intermediate Division
- Cycle 2: Secondary Division

Cycle 2 is a 2-year-program that starts in Sec I and ends in Sec II. Students are advised to complete the cycle in a particular language before shifting to another language. Students who wish to shift to another language in the middle of a cycle must fill a Drop & Add request form.

One to three levels are available in each language. A minimum of 5 students is required to run a course. Students, who do not meet the requirements of any of the languages levels offered, should take private tutoring. It is worth mentioning that in such a case, the school might offer a course for those students with additional fees.

New students will have to sit for a diagnostic test that will determine their level.

Kindly select **one** of the languages listed below by marking the box ✓



Student's Name: _____ **Grade:** _____

For the next Academic year, 2018-2019, I wish to learn one of the following subjects.

<input type="checkbox"/>	French
<input type="checkbox"/>	Italian
<input type="checkbox"/>	Spanish

NB: Your choice will be pending until it is approved by the concerned Head of Department.

Parents' signature _____

Date: _____

