

LANGUAGE POLICY

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VISION OF COLLÈGE PROTESTANT FRANÇAIS MONTANA

The founding principle of CPF schools is to bring together people from different backgrounds, cultures or religions, to learn about each other's differences, to accept them, to work together beyond these differences, to succeed as a group and to be part of CPF schools.

MISSION STATEMENT OF COLLÈGE PROTESTANT FRANÇAIS MONTANA

Collège Protestant Français Montana assures an education of excellence in its both French and English schools.

Collège Protestant Français Montana pursues validation of international programmes through accreditation - paired with rigorous assessment - that instill analytical thinking skills and thus develop dynamic and engaged lifelong learners.

Rooted from the aspiration to share the responsibility of the planet, Collège Protestant Français Montana raises awareness among its community members about the importance of social, religious and cultural diversity to become compassionate, proactive and global citizens in a diverse and evolving society

VALUES OF COLLÈGE PROTESTANT FRANÇAIS MONTANA

As part of PPFL, Collège Protestant Français Montana promotes its values with great care and attention.

The values that have always guided PPFL's actions are the *Protestant values of education*. They have enabled PPFL to transform the individual differences into a collective strength.

The main values are:

- Discipline,
- Sense of duty and responsibility,
- Critical thinking and,
- Tolerance and openness

The IB Mission Statement and The Learner Profile

IB Mission statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB learner profile

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

The profile aims to develop learners who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective.

I. Statement of Philosophy

CPF Montana is committed to nurturing a culture of multilingualism, supported by Lebanon’s rich linguistic diversity where Arabic, Armenian, English, and French are commonly spoken. This dedication promotes cultural awareness, encourages open dialogue across people from diverse backgrounds, and enhances students’ learning and interpersonal interactions. Language proficiency and appreciation reflect the school’s values of respect, and global engagement, aligning with its mission to shape compassionate global citizens.

II. Requirements

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

III. A Contextual Framework for Multilingual Education

The unique linguistic context of Lebanon, where multiple languages are central to the country’s identity, enriches CPF Montana’s focus on multilingualism and fosters a learning environment where students embrace linguistic diversity and honor their cultural roots.

Guided by the school’s philosophy of continuous connection among languages, students are encouraged to reflect on and appreciate the multilingual society they are part of. The school’s diverse community further strengthens its commitment to fostering global understanding through language.

Cultural and Linguistic Diversity at CPF Montana

Approximately 61% of the student body is Lebanese, while 39% represent nationalities such as Armenian, Australian, Brazilian, British, Canadian, Cypriot, Dominican, French, German, Ghanaian, Iraqi, Italian, Mexican, Polish, Russian, Syrian, and others.

Bilingual Education Programs

CPF Montana nurtures multilingualism through offering bilingual education across its two sections:

- The English section prepares students for the IB Diploma Programme, equipping them with a global perspective and language skills required for success.
- The French section prepares students for the French Baccalaureate, fostering a strong foundation in French while embracing multilingual and multicultural principles.

Supporting Arabic Language Development

CPF Montana places strong emphasis on the Arabic language, which serves not only as the home language of Lebanese students but also as a critical element of their cultural identity. By integrating Arabic into the curriculum through innovative and meaningful teaching approaches, the school connects language learning to students' everyday lives. This approach fosters not only linguistic development but also broader cognitive and social skills, helping students express themselves confidently and meaningfully.

Key educational strategies include:

- Promoting the use of Arabic in discussions on topics like technology, sports, lifestyles, and identity.
- Encouraging students to conduct presentations, sharing personal experiences, stories, or biographies of notable figures related to specific themes.
- Fostering group work, where students communicate with peers, express opinions, present their work, and engage in constructive debates.
- Using strategies like "Read, Discuss, Share" and note-taking methods to encourage critical thinking and discussion.
- Creating opportunities for students to participate in activities in Modern Standard Arabic, including discussions on national topics for Independence Day, literary heritage for Arabic Language Day, and preparing speeches or songs for events like graduation and Christmas.
- Collaborating with teachers in subjects like history, geography, arts, and music to enrich students' vocabulary.
- Integrating the "Kam Kalima" platform to enhance learning through resources such as written texts, audio materials, and image analysis focused on contemporary topics.

This platform supports students' arabic language development in several ways:

- Addressing individual differences through offering tailored activities and assignments that promote inclusivity.
- Enhancing engagement and interaction by designing activities that align with students' needs, increasing participation in lessons and activities and fostering enthusiasm for learning. Examples include selecting appropriate texts, creating level-specific questions, and modifying tasks to align with student abilities.
- Building Self-Confidence by offering appropriate support and challenging tasks, building students' confidence and enhancing their academic performance.
- Fostering critical thinking through designing tasks aligned with students' abilities, strengthening critical thinking and fostering independent learning.
- Providing individualized support to students with learning barriers through collaboration with parents, specialists, and the school administration. This involves designing tailored learning plans that address specific needs and offering the necessary assistance to enhance their academic performance.

IV. A Sustainable and Stimulating Learning Environment for Languages

At CPF Montana, students engage in challenging and rigorous programs that promote intercultural understanding and value the uniqueness of each member of the learning community. This contributes to the development of an environment where everyone is respected and supported.

The school's pedagogical approach emphasizes developing students' critical thinking and their ability to communicate with precision, clarity, and confidence in their chosen language. By sharpening effective communications skills, CPF Montana aims to shape global citizens who value and respect the interconnectedness of culture, language and identity.

Excellence Through Continuous Professional Development

Recognizing that all members of the pedagogical team – administrative and teaching body – are language educators, CPF Montana emphasizes continuous professional development to maintain and enhance language proficiency across its community.

- All teachers hold degrees from recognized local or international universities and demonstrate language proficiency through internationally recognized standardized examinations.
- Teachers benefit from diverse professional development opportunities offered by the school, including:
 - Scheduling weekly collaborative planning and reflection meetings to facilitate professional growth in the main language of instruction of each section.
 - Offering in-school training sessions to reinforce pedagogical excellence, aligning with the school's multilingual approach.
 - Funding IB recognized professional development workshops for teachers in the English section, meeting the programme's professional development requirements.
- Teachers in the French section without a French diploma (e.g., Baccalaureate or BA) are required to obtain official language certifications, including:
 - DELF (Diplôme d'études en langue française): Level B2 or C1 for general teachers.
 - DALF (Diplôme approfondi de la langue française): Level C1 for French language teachers.

Sustainable Communication

CPF Montana actively promotes respect for and the use of the community's diverse languages. Within the school:

- French serves as the primary language in the French section.
- English serves as the primary language in the English section.
- Circulars, social media posts, SMS notifications, and website updates are provided in English and French.

The school's vibrant multilingual environment encourages daily interactions among students from both sections, fostering communication in a variety of languages. These interactions promote mutual understanding, cultural exchange, and practical application of multilingual skills, aligning with CPF Montana's commitment to cultivating compassionate and globally minded individuals.

V. CPF Montana Library: A Hub for Multilingual Learning

The library is a foundation of CPF Montana's commitment to fostering multilingualism and providing a sustainable learning environment. It serves as a dynamic space where students and staff access diverse resources in different languages to support their academic and personal growth.

To reflect the linguistic diversity of the CPF Montana community, the library's primary resources are available in Arabic, English, and French. Additionally, as part of the school's strategic planning, the library continuously expands to include resources in other languages, mirroring the cultural and linguistic richness of the school's population.

The library is divided into two sections: a Primary School library and a Middle and High library, each managed by a full-time librarian. This structure ensures that the library meets the specific needs of students at various educational stages while supporting CPF Montana's commitment to multilingualism and lifelong learning.

Primary School Library

The Primary School library is designed to cultivate a strong foundation in multilingual literacy and research skills through two key objectives:

1. Fostering a Love for Reading

Weekly library visits are scheduled for primary students, during which they select books in Arabic, English, or French to check out and read at home.

The librarian collaborates with teachers to create grade-specific activities, such as:

- **Story Explorations:** Interactive reading sessions to ignite curiosity and imagination.
- **Book Animations:** Creative engagements that bring stories to life.
- **Hands-On Projects:** Activities encouraging deeper connections with the content.

2. Introducing Research Skills and Academic Integrity

The librarian plays an essential role in raising awareness about academic integrity and its five fundamental values: honesty, trust, fairness, respect, and responsibility. Additionally, the librarian introduces essential research skills, preparing students for more advanced academic work in later years.

Middle and High School Library

Building on the foundation established in primary years, the Middle and High School library supports students as they develop advanced academic research skills, particularly in the context of preparing for the Diploma Programme (DP).

1. **Provide Accessible and Diverse Resources:** a wide range of resources is available to cater to the needs of middle and high school students, ensuring alignment with curriculum objectives, and encouraging exploration across disciplines.
2. **Support the Diploma Programme:** the librarian collaborates closely with the DP team and students to:
 - Guide students in conducting in-depth research for their Internal Assessments, Extended Essays, and other assignments.
 - Assist teachers in identifying and integrating suitable resources for unit planning, Extended Essays, interdisciplinary learning, and internal assessments.
3. **Promote Academic Integrity:** the library plays an integral role in upholding the school's academic integrity policy by organizing:
 - Regular sessions workshops for students focused on ethical research practices and the responsible use of resources.
 - Training sessions for teachers to support the integration of academic integrity principles into classroom practices.

VI. CPF Montana Comprehensive Language Programs

CPF Montana prioritizes language proficiency in enhancing student learning, emphasizing the development of its three primary languages—Arabic, English, and French. Recognizing the importance of multilingualism, these languages are integrated and co-taught at the Primary level, enabling students to identify linguistic connections and preparing them for additional language acquisition in a multilingual setting.

To further support language development, CPF Montana involves all teachers as language educators. Their role is vital as they actively promote the precise and effective use of language throughout the learning and teaching processes, assisting students in refining their communication skills.

Core Language Programs

- Arabic, home language for Lebanese students, is obligatory for students who are not exempted from the national curriculum. The instruction aligns with the national curriculum requirements and integrates with the English section's DP expectations.
- English serves as the language of instruction in the English section, with French introduced as a second language starting from KG1 to prepare students for Language B exams in the IB DP.
- French serves as the language of instruction in the French section, with English introduced as a second language at the Primary level, preparing students for the Langue Vivante exam requirement of the French Baccalaureate.
- Spanish is offered as a third language for students exempted from the Lebanese national curriculum. As of 2024, it is offered starting in Grade 6 and continuing through DP II with the plan to prepare students for Language B exams in the IBDP. It is currently offered at the Ab Initio level.

Curriculum Goals and Language Skills Development

The curriculum across all languages aims to enhance students' cultural understanding while equipping them with practical language skills for real-world interactions. Instruction focuses on developing the four key language skills of speaking, listening, reading and writing.

Language Education in the English Section

The IB learner profile attributes underpin language teaching in the English section by:

1. **Encouraging independence and reflection:** Students are nurtured to become self-directed, thoughtful learners.
2. **Personalized learning:** Opportunities are tailored to support lifelong language development.
3. **Cross-disciplinary integration:** Language learning is integrated across multiple disciplines, enhancing cognitive flexibility.
4. **Cultural exposure:** Activities such as trips, music, movies, and geographic exploration foster curiosity and cultural appreciation.
5. **Authentic experiences:** Real-world applications are prioritized to inspire intrinsic motivation for language learning.

VII. Access to Languages for Lebanese Non-Exempted Students

Primary School

	Areas of learning							Total
	Teaching of Language of instruction (English or French)	Teaching subjects in the language of instruction (English or French)	Home language teaching (Arabic)	Teaching in home language (Arabic)	Teaching a 2nd language	Co-teaching	Teaching a 3rd language	
KG1 PS	13	7	0	4	1	0	25+ 5 naptime	
KG2 MS	18	7	0	4	1	0	30	
KG3 GS	18	7	0	4	1	0	30	
G 1 CP	19 18	7 7	0 0	3 4	1	0	30	
G 2 CE1	19 18	7	0	3 4	1	0	30	
G 3 CE2	19 18	7	0	3 4	1	0	30	
G4 CM1	20 20	6 6	0 0	3 3	1 1	0 0	30	
G 5 CM2	20 20	6 6	0 0	3 3	1 1	0 0	30	

Middle School

	Areas of learning					Total
	Teaching of Language of instruction (English or French)	Teaching subjects in the language of instruction (English or French)	Home language teaching (Arabic)	Teaching in home language (Arabic)	Teaching a 2nd language	
G 6 6eme	6	16	6	2	4	34
G 7 5eme	5	18	5	2	4	34
G 8 4eme	5	18	5	2	4	34
G 9 3m3	5	18	5	4	3	34

High School

	Areas of learning					
	English	Arabic		French		Spanish
G 10	5	5		4		4
	English A	Arabic A	Arabic B HL	French Ab Initio	French B HL	Spanish Ab Initio
DPI	SL:4 HL:6	SL:4 HL:6	6	4	HL: 5	4
DPII	SL:3 HL:5	SL:3 HL:5	5	3	HL: 6	3

VIII. Access to Languages for Exempted Students

Students exempted from Arabic in KG1 to Grade 3 (inclusive), whether foreign nationals or Lebanese with dual nationalities, attend the same number of Arabic language periods as their peers. Instructional time and assessments may include adaptations, with differentiated strategies tailored to meet individual needs.

Some foreign students may also have limited proficiency in the primary language of instruction or the second language. To support these learners, CPF Montana engages in discussions with interested families to clarify the school’s language policy, philosophy, and expectations. The school provides specialized support classes to help these students improve their language skills and encourages families to arrange additional external reinforcement lessons. The pedagogical team guides these external efforts to ensure alignment with the school’s standards, optimizing the students’ academic progress.

Primary School

	Areas of learning							Total
	Teaching of Language of instruction (English or French)	Teaching subjects in the language of instruction (English or French)	Home language teaching (Arabic)	Teaching in home language (Arabic)	Teaching a 2nd language	Co-teaching	Teaching a 3rd language	
KG1 PS	13		7	0	4	1	0	25+ 5 naptime
KG2 MS	18		7	0	4	1	0	30
KG3 GS	18		7	0	4	1	0	30
G 1 CP	19 18		7 7	0 0	3 4	1	0	30
G 2 CE1	19 18		7	0	3 4	1	0	30
G 3 CE2	19 18		7 7	0 0	3 4	1 1	0 0	30
G4 CM1	20 20		6 6	0 0	3 3	1 1	0 0	30
G 5 CM2	20		6	0	3	1	0	30

Middle School

	Areas of learning					Total
	Teaching of Language of instruction (English or French)	Teaching subjects in the language of instruction (English or French)	Home language teaching (Arabic)	Teaching in home language (Arabic)	Teaching a 2nd language	
G 6 6eme	6	16	2	0	4	28
G 7 5eme	5	18	2	0	4	32
G 8 4eme	5	18	2	0	4	32
G 9 3eme	5	18	2	0	3	31

High School

	Areas of learning					
	English	Arabic		French		Spanish
G 10	5	5		4		4
	English A	Arabic A	Arabic B HL	French Ab Initio	French B HL	Spanish Ab Initio
DPI	SL:4 HL:6	NA	NA	4	HL: 5	4
DPII	SL:3 HL:5	NA	NA	3	HL: 6	3

Various projects and educational initiatives are designed to strengthen the connections between languages and promote a culture of multilingualism. Examples include Multilingual Day, Celebrating Multiple Nationalities, Arabic (Home Language) Day, public speaking contests, Model United Nations simulations, artistic projects such as the Christmas concert presented in three languages, weekly research methods sessions across grade levels, participation in external language competitions (in reading, writing, and public speaking), visits to book fairs, and hosting author events. These activities celebrate linguistic diversity and actively engage students in exploring multiple languages and cultures.

IX. Language in Early and Primary Years: Programme Specific Requirements

At CPF Montana, language is considered a key element in fostering a diverse learning environment. From KG1 through Grade 5, the pedagogical team prioritizes effective communication to support student growth and engagement.

The school embraces multilingualism by offering three languages starting from KG1 onward. All students are given the opportunity to develop proficiency in Arabic and English, alongside the chance to learn an additional language. English is the primary language of instruction, while Arabic serves as the home language for Lebanese students who are not exempted from the national curriculum. Arabic instruction follows the PYP Language Scope and Sequence and the requirements of the national curriculum. French is introduced as an additional Language starting in KG1, with students progressing toward DELF A1 certification by the end of Grade 5.

Differentiation

Students exempted from Arabic language classes take Arabic as a Second Language starting in Grade 4. For younger, non-Lebanese students in KG1 to Grade 3, differentiation strategies are implemented within the classroom to support their individual language learning needs.

Language teaching practices

In the context of the PYP, Language is integrated across the transdisciplinary themes of the school's programme of inquiry. CPF Montana is dedicated to providing students with authentic and meaningful language experiences in contexts that are relevant to their everyday lives.

Teaching staff uses a variety of instructional and assessment strategies, delivering a balanced programme aligned with the PYP Language Scope and Sequence. Collaborative planning is emphasized to maintain consistency and identify strategies to help students reach their full potential. This collaborative process extends to parents, who are encouraged to actively participate in their child's learning journey and academic growth.

Recognizing that all teachers are language teachers, CPF Montana emphasizes the importance of constructive oral and written feedback. This feedback fosters a supportive learning environment that motivates students and promotes steady progress in their language skills.

X. Languages in Middle School

In Middle School, Lebanese students follow Arabic language courses aligned with the Lebanese national curriculum to prepare for Brevet national exams in Grade 9. French instruction continues with the aim of preparing students for the DELF exams (A2 in Grades 7 and 8, and B1 in Grades 9 and 10). Exempted students, meanwhile, are offered tailored language programs, including French, Spanish, and introductory Arabic courses to meet their diverse language needs.

At the end of Grade 9, students choose between French and Spanish for their Grade 10 and DP track. This decision is guided by their proficiency levels and made in consultation with the Head of School, the Director of Academics, DP Coordinator, language teachers, and parents.

XI. Languages in High School School: Programme Specific Requirements

Languages Offered in Grade 10

All students, whether exempted or non-exempted from Arabic instruction, are expected to complete the Full Diploma Programme. Mastery of the languages offered at CPF Montana by the end of Grade 10 is essential for eligibility and access to the Diploma Programme.

Specific Criteria for DPI Admissions

Admission to the DP at CPF Montana is based on students' readiness to meet the academic demands of the programme and their commitment to personal and academic growth. Students are expected to demonstrate persistence in learning, exhibit intellectual curiosity, respect deadlines, and contribute to the school community while upholding standards of academic integrity. Admission to the DP for new students is only available to the first year of the programme.

At the end of Grade 10, existing and prospective DP students must meet the following requirements for admissions:

1. Language Courses (Groups 1 and 2) Selection and Requirements

● Non-Exempted Lebanese Students:

- **Arabic Proficiency:** Students are required to take Arabic A in Group 1 or Arabic B HL in Group 2 in alignment with Decree No. 4554 – Law 60 – dated 17/10/2017. Students must demonstrate proficiency in the language. The level of proficiency is set by the school and is specified in table 1.1 below.
- **English and French Proficiency:**
 - Students are required to be proficient in the language of instruction to be eligible for enrollment in English A. The level of proficiency is set by the school and is specified in table 1.1 below.
 - Students are required to have prior learning in French to be eligible for enrollment in French B. The level of proficiency is set by the school and is specified in table 1.1 below.

● Exempted Students (Foreign Passport Holders or Those with Dual Nationality, including the Lebanese Nationality):

- **Language A Selection:** Students are required to enroll in English A at Standard Level (SL) or Higher Level (HL). The level of proficiency is set by the school and is specified in table 1.1 below.
- **Language B Selection:**
 - **French Proficiency:** Students are required to have prior learning in the French language to be eligible for enrollment in French B. The level of proficiency is set by the school and is specified in table 1.1 below.
 - **Ab Initio Offerings:** Students who have no prior exposure to the French or Spanish language may select French Ab Initio or Spanish Ab Initio as their Language B option.

2. Language Courses (Groups 1 and 2) Placement Requirements:

- The table below specifies the minimum required grades for existing Grade 10 students selecting their language courses at an (SL) or (HL) in the DP.

- New students must complete entrance exams in the languages they would like to enroll in. To be eligible for placement in either SL or HL, they must achieve the minimum grades specified in table 1.1

Table 1.1 Minimum Requirements for Languages

	Language A <i>Language and Literature</i>		Language B <i>Language acquisition</i>	
	English LAL	Arabic LAL	French B	Arabic B HL
Exempted Students	SL: 13/20 HL: 15/20	NA	SL: 12/20 HL:13/20	NA
Non-Exempted students	SL: 13/20 HL: 15/20	SL: 13/20 HL: 15/20	SL: 12/20 HL:13/20	13/20

Bilingual Diploma

Lebanese students interested in pursuing the IB Bilingual Diploma are required to enroll in English A and Arabic A. The level of proficiency is set by the school and is specified in table 1.1 above. Students may be awarded a bilingual diploma if they are awarded 3 or higher in both languages.

XII. The Role of DP Teachers as Language Educators

At CPF Montana, all teachers are considered language teachers, integrating language development into their subject areas to support students in refining communication skills across disciplines. Each teacher actively and intentionally contributes to students' linguistic growth, incorporating language learning into their subject-specific teaching practices. Below are examples of how different DP subject groups foster student language development:

Group 1: Language Development Through Active Engagement

In language and literature, teachers tackle language barriers through translanguaging, translating key ideas into the main language to aid understanding before encouraging students to refine their communication in the taught language. Subject-specific terminology is introduced early, and students are expected to incorporate these terms into oral and written discussions. Teachers enhance vocabulary comprehension through varied word use, supplemented with synonyms and antonyms. Tools like AI are used to stimulate ideas, requiring students to apply correct syntax and semantics. Presentations, class discussions, and multimedia resources—including podcasts, ads, and song lyrics—are used to expose students to language in diverse contexts. Feedback focuses on improving clarity and language use.

Group 2: Language Development Through Differentiation and Support

In Group 2, language development is supported through differentiation to meet varying student levels. Students with learning difficulties are given special exams, while all students work on independent research and presentations to encourage autonomy.

Students can use electronic dictionaries and Artificial Intelligence tools to collect information for different sources, supporting their language learning. Audiovisual resources are incorporated into lessons, enhancing comprehension. Interdisciplinary courses promote integration, fostering an understanding of how multilingualism and cultural differences shape communication.

To improve language and vocabulary skills, students practice using synonyms, antonyms, and writing techniques for different text types, such as emails, letters, and articles. Teachers also emphasize correcting spelling errors, encouraging students to learn from their mistakes.

Group 3: Enhancing Research and Reading Culture

Individuals and societies teachers promote reading as a tool for language and conceptual development, encouraging students to explore articles in a variety of languages. Students engage in concept-based research, applying newly acquired knowledge in their writing. Teachers expose students to foreign news and resources in various languages to broaden linguistic and cultural perspectives. Techniques like mind-mapping and visual outlines help students organize thoughts. Interactive presentations are used to help students develop effective communication skills. Audio and visual resources in multiple languages are used to enhance language comprehension and cater to various learning styles.

Group 4: The Language of Science and Communication

Science teachers emphasize the importance of scientific terminology, such as international SI units and organic compounds nomenclature, serving as a universal scientific language. Students learn precise expressions through command terms like “compare”, using structured language to articulate ideas (e.g., “greater than” or “decreases”). Research tasks require students to produce scientific explanations in formal formats, with a focus on paraphrasing to strengthen writing skills. Activities like video analysis help students improve listening and comprehension, while the Collaborative Science Project fosters effective communication.

Group 5: The universal Language of Mathematics

Mathematics teachers stress understanding command terms like “sketch” versus “draw” and “estimate” versus “solve.” Students discuss these terms to ensure clarity on question requirements. Notation and terminology, such as “union” and “intersection,” are key to mastering mathematical language. Subtitled videos aid comprehension of complex spoken instructions. Teachers hold check-ins for internal assessments, where students articulate proposals and research questions in English. Problem-solving terminology is reinforced, enabling precise application in mathematical contexts.

Group 6: Language of the Arts

In the arts, language is vital for the analysis and communication of ideas. Teachers introduce specialized vocabulary for critiquing and discussing art. Students write curatorial rationales and exhibition texts, using terminology relevant to art history and criticism. Reading art-related publications and engaging in interviews and tutorials familiarizes students with professional discourse, enhancing their understanding of the art world's language.

XIII. Language Support and Progress Monitoring

CPF Montana is committed to supporting students in overcoming learning barriers, including language learning barriers. The school offers individualized support to ensure all students have access to the curricula.

The academic support and monitoring framework includes:

- Pre-Grade Level Meetings that are held midway through the first term. The meetings allow for the discussion of each student's progress, identification of challenges, and development of tailored intervention strategies, if needed.
- Each grade-level is allocated an advisor whose role is to gather constructive feedback from teachers, track student progress, and collaborate with the relevant Programme Coordinator and Director to ensure continuous support.
- Intervention plans, additional sessions, and differentiated instruction are tailored to address specific student needs to ensure continuous academic progress.
- A division of the academic year into three terms, with each term resulting in the issuance of detailed progress reports. Regular meetings with students, parents, and teachers ensure effective interventions, allowing for modifications in support plans as needed.

XIV. Policy Revision

Schools policies are dynamic, living documents developed to create a culture in which the IB philosophy can thrive. The language policy was written in 2019 and underwent its most recent review during the 2023- 2024 academic year.

Policy Review Process

Committee Members

The review process involved the following team:

- Manal Adada (Head of School)
- Lilian Sakr (Head of Elementary)
- Rania Jibai (Director Academics and DP Coordinator)
- Shereen Assaf (PYP Coordinator)
- Ghada Habib (Assistant to the DP Coordinator and Learning Support Specialist)
- Nisrine Khalil (Subject Lead for Arabic and DP Arabic LAL and DP Arabic B teacher)
- Carma Daouk (Subject Lead for English and DP English LAL Teacher)
- Nathaly El Ackhar (Subject Lead for World Languages and DP Spanish Ab Initio teacher)
- Lara Nassir (DP French Ab Initio and DP French B teacher)
- Maher Bteich (Subject Lead for Individuals and Societies and DP Psychology and TOK teacher)
- Charbel Abou Maroun (Subject Lead for Biology and DP Biology teacher)
- Caroline Seiaby (Subject Lead for Chemistry and DP Chemistry teacher)
- Fares Ghannam (DP Mathematics AA and AI teacher)
- Roula Kazna (DP Visual Arts teacher)
- Victoria Ghossoub (PYP librarian)
- Riwa Khoury (Middle and High School Librarian)

The policy follows a three-year revision cycle, ensuring regular updates to maintain alignment with effective practices, IB guidelines, and the needs of the school community.

Next Revision: academic year 2027 - 2028