

LANGUAGE POLICY

A language policy is an action statement ... It is concerned less with where the students in a school are going, and more with how they are going to get there. (*Language Policy in Schools*, Corson -1999)

Taking into consideration the unique linguistic context of Lebanon, a multilingual land by excellence in which three languages - Arabic, English and French - coexist, and in addition to an aspiration to a perfect oral and written mastery of these languages, College Protestant Français – CPF Montana has forged a philosophy of continuous connection. The languages embedded within the school serve as an opportunity allowing the learner to reflect and celebrate the multilingual society in which one lives.

In reference to the Programme Standards and Practices B1-20: The school has a written language policy (including provision for second-language teaching and mother-tongue language support) that meets the needs of the students and reflects the principles of the programme.

The main aim of the school language policy is to enable students to study in the language of instruction along with the regional and national languages. College Protestant Français – CPF Montana offers its students a multilingual education by integrating the various living languages into its school curriculum. All CPF Montana students are introduced to the three languages as early as kindergarten.

Due to its location in a social environment that favors multilingualism, the decision was to have two sections in the school from kindergarten to Grade 12: the English section and the French section. In its English section, CPF Montana has English as the main language of instruction, Arabic as the mother tongue language, and French as a second language. Students learn English and all subjects in English as of KG1. Additional teaching hours in the national language - Arabic - are provided for 6 periods in elementary and middle school and 4 periods in secondary school. Students holders of foreign passports are

exempted from the Arabic Literature course and receive 2 periods of Arabic as Second Language (ASL) from KG1 to Grade 12.

CPF Montana believes that all teachers are language teachers, hence, all teachers in English Section need to have a good proficiency in the English Language, which is the language of instruction, and they are urged to utilize teaching strategies that develop students' verbal, written and comprehensive linguistic skills.

A philosophy of continuous connection with languages

Knowing that traditional teaching, in its differed pedagogical variations, could hardly achieve this ideal of perfect triangulation (Arabic, English and French), CPF Montana's teachers have a common ambition: creating the right conditions for continuous connection with languages so that the learner is always led to practice languages outside of class time.

A) Reading of literary and non-literary works in their integrality

Concretely, the reading of integral literary and non-literary works is a core requirement that is privileged at the detriment of the mastery of the language skills to shape the students into avid and active readers in a culturally rich and diverse environment.

To reach the school's linguistic requirements, reading of literary and non-literary works is implemented as of the early academic years:

- preschool and elementary school students have a fixed library hour during which they visit the school library to enjoy reading and renting various books
- all level students participate in language competitions – reading, writing, public speaking activities
- visiting book fair exhibitions
- meeting authors

B) Verbal and written communication

All forms of official communication with stakeholders happen in English language in the English section, and in French language in the French section: circulars, social media platforms, SMS, notifications, website...

Additionally, students are always encouraged to communicate with their teachers, when the need arises outside class hours, via e-mails, blogs, and Google Classrooms. This not only develops a better control of the computer skills, but also, and again, a connection with languages.

Thanks to the accessible multilingual school environment, students from both sections interact and communicate in various languages on daily basis.

The languages curricula (English, French and Arabic)

College Protestant Français – CPF Montana offers a challenging and rigorous, yet accessible intercultural learning environment that has language at its core. Rooted from the belief that the mastery of a language is a shared responsibility, all CPF Montana’s pedagogical community aims at fostering in its students the aptness to think and express themselves precisely, clearly, and confidently in the language of instruction. The main goal is to develop effective communicators who, as global citizens, appreciate and respect interdependence of culture, language and identity.

The aim of the curriculum is to enable students to deepen their knowledge of the language and its culture, and to further strengthen its usage and understanding in order to effectively interact with the outside world. The four language skills - speaking, listening, reading and writing - skills are developed to contribute to the personal development of the learner thanks to the cognitive functions of both spoken and written language.

The school promotes:

- independent, reflective learners

- accessible and individualized learning opportunities to develop lifelong language skills
- applied learning in context across multiple disciplines
- risk-taking
- authentic experiences developing intrinsic motivation

Language level admission requirements

As per the school's admission policy, the below requirements should be met in order to enroll in one of the following three categories:

- Students solely holding the Lebanese nationality, and based on decree no. 4554 – Law 60 – dated 17/10/2017, are required to have a high proficiency in Arabic language and in English language as the choices of Arabic as Language A is mandatory to this category of candidates.
 - Students exempted from the Lebanese official exams are required to have a high proficiency in English language and a prior wide exposure to the French language if they chose English as Language A and French B.
 - Students wishing to acquire a Bilingual Diploma are required to have a high proficiency in both English and Arabic languages in order to be entitled to choose them as Language A.
- At the end of Grade 10 students need to meet the following requirements for their language of choice:
- a minimum score of 10/20 in the language(s) chosen as Standard Level and a minimum score of 14/20 in language(s) chosen as Higher Level courses
 - a minimum score of 10/20 in English language, which is the IB DP Language of instruction.

Languages and continuous professional development

In the English Section of CPF Montana, the common language of communication and instruction is the English language, with the exception of teaching Arabic and French languages.

In addition, scheduled reflective meetings, collaborative planning meetings, class observations and evaluations and in-house professional development sessions are conducted using the English language. Both French and Arabic teachers have a proper understanding of the English language.

In order to fulfill the school's philosophy stating that all the members of the pedagogical team – administrative and teaching body – are first and foremost language educators, CPF Montana believes in continuous language proficiency development at all levels and in both the English and French sections.

All IB teachers are officially certified by the International Baccalaureate Organization and have academic qualifications in the teaching language.

Teachers in the French section are also required to receive official DELF (Diplôme d'études en langue française) / DALF (Diplôme approfondi de la langue française) certifications by the French Ministry.

At the recruitment level. The Pedagogical Leadership Team ensures to hire :

1- teachers who are expected to teach the English language or to teach subjects in English language must have an advanced level of language proficiency.

2- Teachers who are expected to teach other languages (such as French and Arabic) must show basic understanding of the English language which enables them to grasp with the whole school regulations, to participate in meetings and to communicate properly with students and parents.

This policy was written in June 2019 in reference to the following documents :

- *Programme standards and practices: B1.20, IB (2005)*
- *Language Policy in Schools, Corson (1999)*
- *Guidelines for developing a school language policy, IB (2008)*

Committee members: Carma Daouk (English Teacher) – Nour Rahal (English Teacher) – Lara Nassif (French Teacher) – Nisrine Khalil (Arabic Teacher) - Lara Chamoun (Former Diploma Programme Coordinator) - Manal Sammak (Director of English Section)

Policy Reviews:

- *June 2019: Mr. Anis Nassif (President of PPFL), Manal Sammak (Director of English Section), Lara Chamoun (Former Diploma Programme Coordinator) – Anjel Lublubjian (IB Diploma Programme Coordinator),*
- *September 2019: Mr. Anis Nassif (President of PPFL), Mr. Bruno Jacquier (General Director), Manal Sammak (Director of English Section), Anjel Lublubjian (IB Diploma Programme Coordinator), English Section Teachers*

Next Review: *May 2020*