



المدرسة القطرية - الفرنسية فولتير
Lycée Franco-Qatarién Voltaire

LANGUAGE POLICY

Table of Contents

1	Philosophy of language teaching and learning	3
2	Lycée Voltaire Language Profile	3
3	Admission and language requirements.....	4
4	Language pathways and the needs of Voltaire students in DP	4
5	Implementation of the language policy	5
6	Language and extracurricular activities.....	5
7	Communication with parents and report cards	5
8	Language Assessment.....	6
9	Orientation and Guidance	6
10	Bilingual Diploma	6
11	Logistics and Technicity.....	6
12	Availability and communication of the language policy	7
13	Review Process	7
14	References.....	8
15	Appendix.....	9

1 Philosophy of language teaching and learning

The Lycée Franco-Qatarien Voltaire is a multilingual school with a strong emphasis on language learning. It was founded in 2007 and is today made up of an educational community of more than 1600 students and 219 staff members including 145 teachers.

Its creation is the result of a strong will of his Highness Sheikh Tamim Bin Hamad Al Thani, *the Emir of Qatar*, to offer a French-speaking and international education to the Qatari generations called to lead and develop the country.

It was subsequently enriched by opening up to other communities in Qatar, combining in an original way the French educational system with the requirements of the Qatari educational system.

The choice to offer a section of the International Baccalaureate Diploma Programme aims to strengthen and deepen the international dimension of the school. Indeed, particular attention has always been paid to the promotion of languages, both as a communication tool within the educational community, as a *medium* for professional exchanges and in the variety of languages offered to students.

All teachers, whether or not they are language teachers, contribute to the linguistic development of students.

2 Lycée Voltaire Language Profile

The majority of the students are Arabic and English speaking due to the family environment (parents) and the referents (Nannies, drivers, etc.)

Students are offered the opportunity to learn several other languages besides French, the language of instruction. The school offers English, Arabic, Spanish as well as Chinese, Italian and German self-taught. The history of Qatar for middle school classes and the Islamic religion for Arabic speakers are taught in Arabic.

Particular attention had been paid to the teaching of Arabic, which is the official language of the host country and the mother tongue of the majority of students. The Qatari government requires that Arabic be learned by all students, hence the need to teach it in all classes. The Qatari Arabic curriculum is taught up to the 10th grade. From the grade 11 onwards, the Arabic program of the French Baccalaureate or of the IB is taught.

With the opening of the IB, Grade 11 (DP1) and 12 (DP2) students, will have the possibility to learn either the IB Arabic B or the IB Language A, Arabic which offers them the opportunity to earn a bilingual diploma.

3 Admission and language requirements

According to the Lycée's admission policy, all students are taught in French, Arabic and English. Starting in the seventh grade, students also learn Spanish.

The level in Arabic and English of the students at the end of the curriculum is consequently much higher than in a classic unilingual system, which constitutes a richness and allows the students to integrate great schools both in France and abroad.

However, it is clear that the entry into the French language is very difficult and gaps sometimes remain until secondary school. Oral expression and written production are very fragile, hence the decision to add the IB French Language and Literature to the subjects offered instead of obliging all students to take French literature in the IB Programme.

4 Language pathways and the needs of Voltaire students in DP

Considering the language background and needs of Voltaire students, the committee responsible for developing the language policy has decided to offer the following languages at DP level:

a. French A Literature:

French as a language of instruction, Language A *SL, HL*

Arabic A, Language and Literature:

Arabic as a language of instruction, Language A *SL, HL*

b. Studies in language acquisition

English as a Second Language, Language B *SL, HL*

Arabic as a Second Language, Language B *SL, HL*

c. Teaching of other modern languages

Reflection on the possibility of offering Spanish and Arabic (for non Arabic speakers) as languages *ab initio*.

5 Implementation of the language policy

The implementation of the language policy and its successful application and development will depend on the following elements

- Support, reinforcement of the students' mother tongues in all levels and subjects of study.
- AP and language support (See Inclusion Policy)
- PEP, PENE Excellence Pathway.
- Valuation of inter-language projects.
- Setting up cross-curricular programs in languages, including the development of non-linguistic subjects.
- Vary the amount of time spent on language teaching: co-teaching, language support, needs groups in the classes preceding the PD.
- Organization of classrooms in a trilingual space (displays in the 3 languages).
- Proposal to train and support staff who do not speak the language of instruction and the language of the host country.
- Involve the entire educational community and involve parents, who must be the main agents in shaping the language profile of their children.
- All subjects are concerned by the promotion of languages (not only literature/language pole) because they are tools of communication and teaching.

6 Language and extracurricular activities

Language and extra-curricular activities are already in place in French, English, Arabic and Spanish. These activities will be reinforced and encouraged at the diploma level, especially in the CAS Programme.

The Essays of the Extended Essay are sometimes, written in languages other than French (English or Arabic, if the student chooses to do the Extended Essay in these corresponding subjects).

Finally, some IB subjects will be taught in English like visual Arts.

7 Communication with parents and report cards

All communications with parents are translated from French to English or Arabic. Report cards are also translated as necessary.

8 Language Assessment

Language assessment is already done with standardized tests and level tests which will also be used by the IB language teachers to decide on the level (SL or HL) of the language studied at the DP level.

Selection of language courses should be made to further develop the student's command of a language (the student doesn't choose the language in which he/ she is already proficient)

Arrangements for the assessment of languages at IB DP level will be put in place to accommodate the language assessments requirements including the oral examination and the listening component.

Exit expectations at the end of Group 1 and 2 subjects as well as the aims of the Language courses are presented in the language course guides that are available with each language teacher.

Grade 7 Descriptors are found in the Appendix of this policy. Grade 7 being the highest grade (Assessment Policy)

9 Orientation and Guidance

The orientation department, in collaborative meetings with language teachers, contributes towards language development strategies in order to guide students to complete applications and letters to international universities. Language teachers are informed about letters of application and help students in their application process.

10 Bilingual Diploma

As mentioned in the assessment policy, a bilingual diploma is awarded to the following candidates:

- 1- Those who choose to study Language and Literature subjects in French and Arabic.
- 2- Those who would have the possibility of choosing a subject from the Individuals and Societies group (Gr 3) or a scientific subject (Gr 4) completed in a different language (English for example)

11 Logistics and Technicity

This policy is the result of collaboration between the Lycée administration, the Programme director, the Programme coordinator and all IB teachers including the language teachers. A meeting was held with the head of Arabic to explain the Arabic and national curriculum and a decision was made to include the Arabic language in the Diploma Programme.

The entire educational community is responsible for the development of the language policy.

A steering committee for the drafting of the policy and its revision is formed involving teachers, administration, librarian, parents and students.

The school could provide language training for its various staff (French for non-French speakers - Arabic and English for French speakers).

12 Availability and communication of the language policy

The IB Diploma Programme director is responsible for communicating the policy to teachers and parents. The IB Diploma Programme language policy is communicated to staff, families and students in a variety of ways to ensure that it is received and implemented.

The language policy is made available to all members of the school's faculty as an electronic copy on the common Google drive specific to the IB section, to ensure accurate tracking of updates and revisions. The policy is also available on the school website in English and French. In the coming years, Arabic and Spanish translations will be made available to maximize understanding and reach the maximum number of individuals within the Lycée Franco-Qatarien Voltaire's multilingual community to meet the requirements of the school's admission policy and assessment policy.

13 Review Process

The director of studies, the IB coordinator and designated teachers are responsible for reviewing and updating the policy, which is done in collaboration with the educational leadership team. Feedback from other stakeholders, such as parents and students, should also be taken into account in the review process. The review takes place annually or in response to IB updates and contextual changes, under the supervision of the director of studies.

14 References

Learning in a language other than one's mother tongue in the IB programmes

Towards a continuum of international education

Program implementation standards and practices, From Jan 2014

IB-DP Academic Council, Pedagogical Council, Language Policy Committee; roles and responsibilities.

Guidelines for developing a school language policy, April 2008

DP, Grades Descriptors, For use from September 2014/January 2015

IB DP, Language A guide, Language and Literature (First assessment 2021)

IB DP, Language B guide (First exams 2020)

Guidelines for schools for the auto-evaluation of their language policy, Ibo 2012

15 Appendix

Group 1 (Studies in language and literature) Grade Descriptors

Grade 7

Demonstrates excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

**Demonstrates refined appreciation of literary style and a full engagement with the act transforming literature into performance; the personal qualities necessary to work with others in a purposeful and effective manner.*

Group 2 (language acquisition) Grade Descriptors

Language B (HL)

Grade 7

Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.

Language B (SL)

Grade 7

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.