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1 Philosophy of language teaching and learning

The Lycée Franco-Qatari Voltaire is a multilingual school that places great importance on language learning. Founded in 2007, it now serves a community of over 1,700 students and more than 214 staff members. Its establishment was driven by the vision of His Highness Sheikh Tamim Bin Hamad Al Thani, Emir of Qatar, aiming to provide a Francophone and international education to Qatari generations destined to lead and develop the country.

Since its foundation, the school has expanded to welcome other communities in Qatar, combining the French educational system with requirements specific to the Qatari national curriculum in an original and innovative way.

The decision to offer the IB Diploma Programme strengthens and deepens the international dimension of the school. Particular attention has always been given to the promotion of languages, both as a means of communication within the school community, as a medium for professional exchanges, and in the range of languages offered for student learning.

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

2 Lycée Voltaire Language Profile

The majority of students are Arabic- and English-speaking due to their family environment (parents) and caregivers (nannies, drivers, etc.).

The school offers all students the opportunity to learn several additional languages in addition to French, the language of instruction. The languages offered include English, Arabic, Spanish, as well as German through distance learning. Qatar history, up to the middle school level (Grade 9), and Islamic religion for Muslim students are taught in Arabic and in English.

Particular attention is given to the teaching of Arabic, the official language of the host country and the mother tongue of the majority of students. The Qatari government requires all students to learn Arabic, which necessitates its instruction in all classes. The Qatari national curriculum is taught up to the 10th grade. From grade 11 onwards, the Arabic Program of the French Baccalaureate or the IB Arabic Program is taught.

With the introduction of the IB Diploma Program, grade 11 (DP1) and grade 12 (DP2) students have the opportunity to study Arabic either as Language B or as Language A, allowing them the possibility of obtaining a bilingual diploma.

3 Admission and language learning requirements

According to the school's admission policy, all students receive instruction in French, Arabic, and English. From Grade 7 onwards, students can also study Spanish.

As a result, students' proficiency in Arabic and English at the end of their schooling is significantly higher than in a traditional monolingual system. This linguistic strength represents a valuable asset and enables students to access leading universities in France, Qatar, and internationally.

However, it is acknowledged that entry into the French language can be particularly challenging for some students, and language gaps may persist through the middle school years. Oral expression and written production in French may therefore remain often fragile. For this reason, the school has decided to offer French A: Language and Literature as a subject option, rather than requiring all students to study French A: Literature within the IB Diploma framework.

4 Language pathways and the needs of Voltaire students in DP

Considering the language background and needs of Voltaire students, the direction has decided to offer the following languages at DP level:

a. Studies in Language and Literature

French A, Language and Literature, French as the 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*
Arabic ab initio for non-Arabic-speaking students.

5 Inclusion and Equity in Language Education

The school is committed to implementing an inclusive language policy that ensures inclusion and equity for all learners within the International Baccalaureate programmes, based on the principle that linguistic diversity is a resource for learning rather than a barrier. The school gives particular attention to students who are learning in a language other than their home language, as well as those who require additional language support, in order to ensure their academic and social integration.

Inclusive practices include the use of differentiated teaching strategies in the classroom, the provision of targeted language support, collaborative work among teachers, and the adaptation of teaching approaches and assessment tools when appropriate. These measures enable learners to demonstrate their true level of understanding without language becoming an unfair obstacle to learning.

The school also ensures regular monitoring of students' language profiles, involves parents in supporting their children's language development, and coordinates with the learning support team when necessary. These practices are aligned with the school's inclusion policy and with the values of the International Baccalaureate, which emphasize equity, respect for diversity, and fair access to learning for all students within their cultural and social contexts.

6 Implementation of the language policy

The successful implementation, application, and development of the school's language policy will depend on the following elements:

- Support and reinforcement of students' mother tongues across all grade levels and in all subjects.
- Provision of academic support and language assistance (AP), in line with the school's inclusion policy.
- Promotion of inter-language projects to foster multilingual learning.
- Development of cross-curricular language programmes, integrating language development within non-language subjects.

- Flexible allocation of language teaching time, including co-teaching, targeted language support in the pre-diploma years.
- Organization of classrooms as trilingual spaces, with displays and resources in all three languages.
- Training and support for staff who do not speak the language of instruction or the host country language.
- Engagement of the whole school community, including parents, who play a central role in shaping their child's linguistic profile.
- Promotion of language development across all subjects, not limited to language courses, recognizing that languages are essential tools for communication and learning.

7 Language and extracurricular activities

Linguistic and extracurricular activities are already offered in French, English and Arabic. These activities will be further strengthened and encouraged at the Diploma level, particularly within the CAS (Creativity, Activity, Service) program.

Extended Essays may be written in English or Arabic for students who select their topic in one of these languages instead of French.

Some Diploma subjects are taught in English, for example, Chemistry and Physics, providing students with additional opportunities to develop academic language proficiency in a second language.

8 Communication with parents and report cards

All communications with parents are translated into Arabic or English. End-of-semester reports are translated as needed, in accordance with the Assessment Policy.

9 Language Assessment

Language assessment is conducted using standardized tests and level tests, which are also used by the IB language teachers to determine the appropriate level (SL or HL) for a student's DP language studies.

Language course selection is designed to further develop a student's proficiency in a language; students do not select a language they already master.

Necessary arrangements for the assessment of language programs at the IB DP level will be put in place to accommodate language assessments, including the oral examination and the listening comprehension examination.

Expected outcomes for Group 1 and Group 2 subjects, as well as the objectives of the language courses, are presented in the subject guides, which are available from each language teacher.

Descriptors for the final grade 7, the highest achievable grade, are included in the appendix of this policy, in accordance with the Assessment Policy.

10 Orientation and Guidance

The University Guidance Department, in collaborative meetings with language teachers, contributes to the development of language strategies to guide students in completing applications and motivation letters for international universities.

Language teachers are kept informed of the application requirements and provide support to students throughout the university application process.

11 Bilingual Diploma

As stated in the Assessment Policy, a bilingual diploma is awarded to candidates who meet the following criteria:

- Students who choose to study Language and Literature subjects in both French and Arabic.
- Students who have the opportunity to take a Group 3 (Individuals and Societies) subject or a Group 4 (Sciences) subject in a different language (for example, English).

12 Religious Activities and the Teaching of Islamic Studies

Islamic Studies (Sharia) is taught at Lycée Franco-Qatarien Voltaire within the framework of the official Qatari national curriculum and constitutes an essential part of the formal programme for the Muslim students. This education aims to instil Islamic values, strengthen cultural and religious identity, and develop a sound understanding of the principles of Islam, in accordance with the cultural specificity of the State of Qatar.

The teaching of Islamic Studies is guided by the directives and content established by the Ministry of Education and Higher Education of Qatar, including both the curriculum content and educational objectives. Assessment in this subject is carried out in accordance with the approved Qatari standards, using official evaluation tools that ensure fairness, objectivity, and the systematic monitoring of students' progress in this area.

This program is taught independently of the assessment requirements of the IB Diploma Program, while respecting the principles of linguistic and cultural diversity upon which the school's educational policy is based.

13 External Language Accreditation in English

As part of its language policy, the school recognizes the IELTS (International English Language Testing System) as an internationally accepted measure of English language proficiency, particularly for IB Diploma students preparing for university applications.

IELTS results help students meet the English language requirements set by higher education institutions worldwide and provide official evidence of their academic English skills necessary for university study. The school supports Diploma Programme students in preparing for the IELTS through academic guidance and dedicated preparation sessions, ensuring that they are able to achieve the best possible results.

The use of IELTS aligns with the school's commitment to promoting multilingualism, upholding equity, and developing the language skills necessary for academic success within the IB programmes, as well as for future university studies.

14 Logistics and Efficiency

This policy is the result of collaboration between the school's direction, the Diploma Director and Coordinator and all IB teachers, including language teachers.

A meeting was held with the Arabic language coordinator to explain the national curriculum requirements, and a decision was made to offer Arabic at the Diploma Program.

The entire school community is responsible for the development of the language policy. A steering committee for drafting and reviewing the policy has been formed, including teachers, direction, the librarian, parents, and students.

The school provides language training for its staff, including French for non-French-speaking personnel, and Arabic and English for French-speaking staff.

15 Availability and Communication of the Language Policy

The IB Diploma Program Director is responsible for communicating the policy to teachers and parents. The IB Diploma Program 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, French and Arabic. All this to maximize understanding and reach the maximum number of individuals within the Lycée Franco-Qatarien Voltaire's multilingual community and to meet the requirements of the school's admission and assessment policies.

16 Review Process

The IB Director and 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 IB Director.

The language policy was last revised in the 2025–2026 academic year.

17 References

Learning in a language other than one's mother tongue in the IB programs towards a continuum of international education

Program implementation standards and practices

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

Guidelines for developing a school language policy, Ibo, April 2008

DP, Final Grades Descriptors, December 2017

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

IB DP, Language B guide, First assessment 2020

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

18 Appendix

Studies in language and literature

Final Grade 7

The student demonstrates an excellent level of understanding and evaluation of the interaction between form and content in relation to the question or task. Their responses are convincing, detailed, and show independence in analysis, synthesis, and evaluation. Their expression is highly developed, both orally and in writing. The student demonstrates a high level of precision and clarity, and shows strong sensitivity to context and to the intended effect on the audience or reader. They use a highly effective structure, incorporating relevant textual details to support a critical reading of the ideas and emotions expressed in the work(s).

Language acquisition

Language B (HL)

Final Grade 7

The student expresses themselves clearly and fluently, using a wide range of varied and idiomatic linguistic styles with high precision. Ideas are addressed effectively and competently, demonstrating complex and dynamic interaction. The student shows a deep understanding of the meaning and purpose of written texts. Even the most challenging questions present little difficulty. They recognize almost all subtleties associated with specific language use. Their texts are detailed and expressive, demonstrating excellent mastery of vocabulary and complex structures, with consistently high grammatical accuracy. The organization of their work reflects clear reasoning, and they show the ability to engage, persuade, and influence their audience.

Language B (SL)

Final Grade 7

The student expresses themselves clearly, fluently, and naturally, using a precise range of varied and idiomatic linguistic styles. Ideas are addressed effectively, showing dynamism and good interaction. The student demonstrates a very good understanding of the meaning and purpose of written texts. More difficult questions present little challenge. Their texts are detailed and reflect strong mastery of vocabulary and complex structures, with very good grammatical accuracy. They adapt their written work effectively according to the target audience and intended purpose. The student shows coherence and conviction in expressing their ideas and organizing their work.