



Brummana High School Whole School Language Policy

I. Language Policy Mission

Brummana High School (BHS) is a multicultural and multilingual Quaker institution nestled in the heart of the Middle East. Drawing students from local communities and neighboring nations, BHS is dedicated to fostering all-encompassing excellence in learning. Through language mastery, we aim to inspire our students to become effective communicators, responsible global citizens, and lifelong learners. We hold cultural diversity in high regard and actively engage in community service.

II. Purpose and Aim

This document aims to cultivate an understanding of language as a potent tool for effective self-expression and global communication. Mastery of the English language, along with proficiency in one's mother tongue, nurtures a strong cultural identity and facilitates international understanding. BHS acknowledges that all teachers serve as language educators, imparting academic knowledge through linguistically appropriate means.

III. Admission

A. Language Profile

Students entering BHS typically exhibit fluency in the English language, which may serve as either their mother tongue or their first foreign language. With a rich tapestry of forty-four nationalities represented within the student body, BHS celebrates the diverse cultural and linguistic backgrounds that enrich our international identity.

B. The Admission Process

Upon enrollment at BHS, students from Grade 1 to Grade 12 undergo placement tests in English, Mathematics and Arabic for those entering the Lebanese Programme. All applicants from Grades 3 to 10 are required to complete the online CAT 4 - GL Assessment, covering English, Mathematics, verbal, and non-verbal reasoning. Additionally, prospective students must write an English essay in order to evaluate their writing skills. Those joining the International Programme, have an interview with the Head of the Arabic Department to determine their Arabic language level.

IV. Language Programme

A. Overview

BHS offers three distinct programmes: the Lebanese Programme, the International Programme following the Cambridge Curriculum, and the International Baccalaureate Diploma Programme. English serves as the primary language of instruction across all programmes. In the Lebanese Programme, Arabic is taught as a first language and serves as the instructional language for subjects such as Geography, History, and Civics.

Students also engage with French as a second language, a requirement across all programmes. In addition to their IGCSEs, students undertake the DELF examination, granting non-French candidates diplomas certified by the French Ministry of Education to validate their French language proficiency.

B. Assessment

Language proficiency is assessed across the four skills of reading, writing, listening, and speaking. Students' language acquisition progress is evaluated through a range of formative assessments, unit-based summative assessments, and alternative assessments. This comprehensive approach provides teachers and students with valuable insights into language development and progress. In addition to official examinations within the programmes, students in Grades 3, 6, and 8 sit the Cambridge Checkpoint Exam.

C. Professional Development

Every teacher at BHS serves as a language educator, thus, our professional development programme equips educators with the latest teaching practices. Workshops and academic resources provided to teachers are predominantly in English, ensuring their continual growth and proficiency.

V. First Language & Mother Tongue

A. First Language

English, being the primary teaching language for most subjects, holds a central role at BHS. From KG1, students begin their English language journey, progressing through the Cambridge Curriculum starting from KG3. This curriculum spans from KG3 to Grade 8 across both Lebanese and International Programmes. In Grade 9, International Programme students must take IGCSE First Language English and IGCSE English Literature. After Grade 10, students can choose to study A level English Literature; if not they must study English as an AS subject. They can study English as an AS subject. IB students must take English A.

Students pursuing the Lebanese Programme follow the Lebanese Curriculum alongside selected literary works. Upon completion of Grade 9, students undertake official examinations leading to

the Lebanese Brevet Certificate. In Grades 10, 11, and 12 LP, students continue their study of English Literature & Language, enriching their knowledge, writing skills, and vocabulary.

B. Mother Tongue

Arabic stands as the mother tongue for the majority of BHS students, hailing from the local Lebanese community and neighboring regions. French, recognized as a first language by some communities within the country, also serves as a mother tongue for many students. With the exception of the Lebanese Programme, BHS offers a diverse range of Arabic and French classes tailored to varying proficiency levels.

VI. Other Languages

Within the International Programme, students have the option to choose between French or Arabic based on their proficiency levels. In the IBDP, students select from ab Initio or Language B courses, offered in either French or Arabic. Transitioning from the Lebanese Programme to IB after Grade 10 requires students to study both English A and Arabic A, in accordance with government mandates.

VII. EFL (English as a Foreign Language) and Support for Learning

A. EFL (English as a Foreign Language)

The EFL Department supports students whose mother tongue is not English, offering tailored classes to accommodate varying proficiency levels. Secondary students in EFL classes undertake IGCSE exams, whether in English as a First Language or English as a Second Language. Advanced English course completions allow students to integrate into the mainstream programme seamlessly.

In addition to English support, the EFL department extends assistance to students facing challenges in Mathematics, Arabic and Sciences, given the English language instruction in these subjects. Supplementary support sessions or full-time enrollment in the EFL department are available to students as needed.

B. Support for Learning

The Support for Learning Department provides a nurturing environment for students to reach their fullest potential. Beyond addressing emotional and social needs, the department offers specialized education programmes for students with learning difficulties. Students with dyslexia or ADD/ADHD receive tailored support to enhance their academic performance and cope with challenges effectively.

VIII. Activities

Students at BHS actively participate in a range of clubs and activities held during the "Activity Period" at school. These clubs, spanning artistic, athletic, and academic pursuits, provide

opportunities for students to further explore the English language. Notably, clubs such as Model United Nations (MUN), the Book Club, and the Debate Club offer platforms for students to refine their language skills through debates, speeches, and writing engagements. Participation in the school's academic fair and external competitions further enriches students' linguistic and literary skills.

IX. Parents and Community

Parents play a vital role within the BHS community, with the school fostering an open-door policy for parental involvement. Communication channels include the weekly newsletter ("The Weekly Times"), the student magazine "Speakout," the school website, social media platforms, and regular emails from the principal—all conducted in English.

X. Review Process

As an integral part of BHS's school improvement plan, the language policy undergoes review every three years. These reviews are conducted to align with students' evolving language needs, as observed through both external and internal assessments.

XII. References

For further information on Brummana High School's Admissions and Academics, please refer to www.bhs.edu.lb.

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