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as of «29» November 2024

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as of «29» November, 2024

## Language Policy

№ 81 Халықаралық «Astana English School» мектебі

Developed: September 2020

Updated: February 2023

April 2024

October 2024

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## AES LANGUAGE POLICY

### **Rationale**

The ability to communicate in more than one language is essential to the International Baccalaureate (IB) concept of international education that promotes intercultural perspectives.

International No. 81 “Astana English School” (hereinafter - AES) supports the development of Kazakh, Russian, English languages within the school. Kazakh is the state language, it is necessary to preserve the culture and nationality of the Kazakh people, mastering it is the duty of each representative of the school community.

Russian is the language of internal communication, and English is necessary for the development of the country by studying and applying the best international experience and developing human competitiveness capital internationally.

AES respects and celebrates the diversity of languages and cultures of all members of the school’s community and strives to accommodate the educational needs of students from any nationality, cultural background or ethnicity, thus aligning the school’s language philosophy and practices with the school’s mission statement.

### **The Purpose of the Language Policy**

The purpose of this document is to make explicit the language philosophy of AES providing multicultural international education to children from the Primary Years Programme to Middle Years Programme and graduation in Grade 11 after. This policy will compile and inform teachers and the AES community about teaching and learning practices regarding languages.

AES school follows the requirements of the Admissions and the Assessment policies to ensure that students can access the curriculum. Teachers and admission staff assess all applicants thoroughly one or more of the following: tests in language and literature, mathematics and language acquisition, observations, review of past reports and interviews.

### **AES abides by the following IB practices in developing its Language Policy:**

The school places importance on language learning, including mother tongue, host country language and other languages.

C1.6 Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles.

C1.8 Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

## AES LANGUAGE POLICY

C3.7 Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

C3.8 Teaching and learning demonstrates that all teachers are responsible for language development of students.

### **Aims**

AES aims to

- maintain a class and school environment that welcomes and embraces the diversity of cultures and perspectives;
- promote multilingualism, where another language does not replace that of the mother tongue, thus developing the students' self-esteem and encouraging the qualities, attitudes and characteristics identified in the IB learner profile;
- value the cultural and linguistic diversity of the individuals in the school;
- establish and keep comprehensive individual students' developmental language profiles to better accommodate their language needs;
- create opportunities for students' mother tongue access;
- achieve proficiency in the language of instruction (Kazakh and English), as well as in a second language (English, Russian, Kazakh) of students who are not native speakers of any of the named languages;
- regularly update library resources to ensure they are linked to teaching programmes, including mother tongue support.

### **AES Language Policy Development include:**

- 1) The best of Kazakhstan and international practice;
- 2) The principles of additive multilingualism (the positive impact of studying more than one language on the overall literacy level of students).
- 3) Support for students' native languages AES Educational Programs

### **Language acquisition course**

A course for learners who are studying an additional acquired language, other than their mother tongue or the language known best. The PYP, MYP and DP structure additional language learning in six phases where students may have exited from any of the five phases of language or may have no prior knowledge or experience of the language to be studied in the PYP, MYP and DP.

## AES LANGUAGE POLICY

### **The IB Learner Profile in the Language Policy**

In line with the IB philosophy, AES aims for the students to develop the knowledge, skills and attributes that will enable them to be:

*Inquirers:* we use language to acquire information and to interpret the world around us.

*Thinkers:* we express our thoughts with clarity and interpret others' messages.

*Communicators:* we use oral and written language competently in a variety of situations; we articulate and interpret meaning in messages about ideas, values, and beliefs.

*Risk takers:* we dare to read, write, speak and listen in familiar and unfamiliar situations.

*Knowledgeable:* we continuously strengthen their languages and are aware of how the use of language can affect others.

*Principled:* we respect the power of language and use it appropriately.

*Caring:* we show sensitivity in their use of language and are aware of how the use of language can affect others.

*Open-minded:* we respect linguistic differences and variations in communication styles; we apply language to explore aspects of personal, host and other cultures.

### **Languages Offered and at What Levels**

In Primary years programme, the language of instruction involves the belief that planning, teaching, assessing and reflecting are interconnected processes. Grade level teachers are responsible for identifying each student's individual language needs. Language support is organized in and out of the classroom through whole group, small group, and individualized instruction. All students are placed in studying the English language according to the Phases; this placement is based on the aptitude level agreed by the teachers following the results of the language diagnostic test, individual interviews, as well as the student's linguistic background.

In Middle Years Programme all language placement decisions are evidence-based and include students' performance results in activities and assessment tasks in the language courses they are assigned to. The information below is provided to offer an overview of offerings in language learning. It should be read with a few notes in mind:

- Grade levels and groups may be combined as necessary;
- Low enrolment may preclude the offering of a course.

\* *Kazakh language and literature course in Grades 5 -7 delivered in Kazakh is a requirement of the Kazakh national standard curriculum for all local students; overseas students are exposed to studying the host country's culture, traditions and language in Kazakh Language and literature course;*

## AES LANGUAGE POLICY

\*\* *Russian Language Acquisition course is delivered in for all local and overseas students;*

### **Languages of instruction**

#### **Whole-School Practices**

AES recognizes that students have a variety of language backgrounds, and therefore programmes are taught in English and Kazakh languages. However, English is the language of instruction in AES IB DP for all classes (except other language courses) with mother tongue support. While we aim to make all our students proficient in the English Language we acknowledge the fact that our students are predominantly Kazakh or Russian mother tongue speakers and should, therefore, have an opportunity to develop proficiency in these languages, as well as learn other foreign languages. A high priority is given to providing students a command of the English language and the ability to use it appropriately and precisely. At the same time, the School values the importance of the students' mother tongue as this maintains the dignity and integrity of their identity, self-esteem and supports the fullest development of their cognitive faculties.

AES is recognized as the school with the Kazakh language of instruction with English language learning in depth. From grades 7 to 9, and students of the State Programme 10-11 grades of teaching of the following subjects are conducted in English: Biology, Chemistry, Physics, and Design. The Science subject is also taught in English in grades 5, 6, and 7, as the selected subjects for the IB programme implementation in our school.

The study of English at AES is founded on the belief that language learning develops through ever-widening contexts. Students learn languages through their immersion in a diverse range of purposeful and challenging language experiences.

All teachers are responsible for the language development of students, to the extent that teaching and learning should address the diversity of students' language needs, including those for students learning in a language(s) other than their mother tongue. To support the English language as the language of communication at the school, the teachers of the Russian Language are required to use terminology and resources in English and will benefit from team-teaching with overseas teachers in their departments.

#### **High School – the National stream (Grade “10-11)**

The languages of instruction in the High school are different due to the requirements of the programmes:

- Grade 11 in the National stream is taught mainly in Kazakh
- NB: See below the guidelines for the students studying the IB DP programme.

#### **The Status of the Kazakh Language**

## AES LANGUAGE POLICY

The Kazakh language is granted the status of the official language of Kazakhstan and as such is required for studying by all local Primary school - Grade 11 students, irrespective of their mother tongues.

At AES, we respect Kazakhstan as the home country for the local community and the host country for expatriates. AES encourages Kazakh speaking staff to speak their language to the students, to reinforce instructions and routines. We recognize our host-country language through using it in communication with parents and at school assemblies and events. As we value the culture of our host country, our students have opportunities to study Kazakh literature, music, poetry and myths and legends.

### **Languages of Communication**

Respecting the other languages AES views Kazakh and English as the main languages of communication across the school. Kazakh and English are used by the staff and students at school events and meetings. The use of Kazakh and English outside the classroom is strongly encouraged as it significantly helps to further the students' level of these languages.

### **Supporting Mother Tongues**

AES strives to maintain, develop and celebrate all of our students' mother tongues. Mother tongue languages are promoted in assemblies, presentations and on special days. The school also maintains contacts with local language teaching agencies, regional cultural centers and embassies thus promoting different cultures in the school and wider communities. AES library hosts a collection of mother tongue books for students to read and it is currently working on the development of school library resources in different languages.

### **Language Policy Implementation**

AES follows an integrated educational programme based on the requirements of the Kazakhstani national educational system and the principles and practices of the International Baccalaureate Organization.

In seeking to maintain the high standard of international education for our students, AES offers Kazakh language, literature, English language, literature, and Kazakh language and literature programmes across the school.

AES provides an educational programme containing:

- Mainstream classes where the working languages are Kazakh and English;
- Classes of English, Russian for second language learners;
- Compulsory classes of Kazakh language for all local students;

## AES LANGUAGE POLICY

According to the part of Standards and practices of IB Continuum “C1.6 Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles”.

- "Teachers collaboratively design units and lessons that include differentiated tasks, language scaffolding, and resources to support both mother-tongue and additional-language learners."
- "In the PYP, MYP and DP, language differentiation is achieved through targeted support in language acquisition classes and personalized feedback in Language A and Extended Essay work."
- "The Language Policy commits to fostering inclusivity through differentiated practices that address diverse student needs, from early language development in the PYP to academic writing in the DP."
- By including these practices and mechanisms in the Language Policy, AES demonstrates its alignment with the IB's standard on incorporating differentiation through collaborative planning and reflection.

**The school provides a language coordinator and IB language policy committee who is responsible for the implementation of the AES language policy.**

As it is outlined in “Language policy Information on the International Baccalaureate’s support for languages, language courses and languages of instruction” part 4. Decision making processes, there should be several considerations such as:

- a. IB language policy committee

The IB’s language policy committee (LPC) comprised of representatives from the IB’s divisions, is responsible for maintaining this policy, monitoring its implementation and considering recommendations on proposals related to:

- support for the teaching and assessment of programmes, or parts of programmes, in additional languages
- approving changes to the level of support provided in the IB’s working and access languages (See Section 3a and 3b above)
- offering Diploma Programme language courses in additional languages.

The language policy committee meets as required (but no less than twice each year) to review language policy issues and make recommendations to the IB’s senior leadership team (SLT). A report from the committee is given to the Access and Advancement Committee annually.

### **IB Diploma Programme**

The DP structure states that students must acquire two language courses and pass them in order to receive a diploma. In order to maintain their current level of competency in their mother tongue and to advance their linguistic abilities, students must enroll in a Language A course in that language.

Furthermore, students must choose a second language course. It is also encouraged for students and

## AES LANGUAGE POLICY

their families to contribute books, journals, or other written materials to the school library that are written in their native tongue or volunteering in Language after-school activities, conducting Mother Tongue lessons and providing language lesson cover.

AES will help locate and provide a tutor for a student enrolled in a school also by offering mother tongue support through self-taught programs on IB organization platform Pamoja or community resources where feasible as required by the IB.

If there are students whose native or first languages are not Kazakh, Russian or English, the School offers online language learning on a platform which IB offers to study on.

Self-taught students may study Language A: literature at standard level only. Language A: literature can be studied on a school-supported self-taught basis in a situation where the student wishes or needs to complete the studies in language and literature requirement in a language for which the school does not have a qualified teacher. (Diploma Programme: From principles into practice for use from August 2015)

In offering Language A: literature on a school-supported self-taught basis or via special request facility, the DP coordinator will need to ensure that all course requirements are met. The School needs to make arrangements to assist the student in selecting appropriate literary works, sign off on the written assignment and help supervise the oral internal assessment. For more information refer to Language A: literature school-supported self-taught support material on the online curriculum centre (OCC).

### **Admissions and Assessment**

Students enter AES IB DP in grade 10, with the most students from grade 9 AES MYP. All students who enter the IB DP are expected to have the English competence level of Intermediate or Advanced level by grade 10.

As it outlined in AES IB DP Admission policy, admission of students into the IB DP is based on a variety of factors: average grades in year 9; an interview with a career-counsellor with the student and parents; If the student comes from another school that student needs to show as an evidence of English language competency or their score of Entry test which is developed by school committee to identify the acceptance and placement in appropriate Language group. If the students have a CEFR English Level Certificate such as IELTS, APTIS and DUOLINGO which refers to the required level for the acceptance and placement to the specific group they are able to provide that certificate to the list of documents enrolling to the school.

IB DP coordinator is allowed discretion in the placement of students in appropriate groups based on their needs in specific cases where students demonstrate a variety level of competence in the language skills.

In this case, students can be placed into the Language B SL group in the group of languages, since



## AES LANGUAGE POLICY

students might have high oral competence and low reading/writing skills from their chosen language. AES DP grading system is closely associated with the IB grading system and allows students to familiarize themselves, at an early stage of their studies, with how their grades are awarded and the grade ranges. (for additional information please refer to AES Assessment policy)

**External assessment and internal assessment**, submitted for moderation purposes in the final year, depend on the written or oral evidence of student performance according to IBO DP procedures. Languages are moderated in the format of oral examination in internal assessment. Following any adjustment of results, final grades are determined and awarded by the IBO.

IB DP students in their first year of study can choose to study two languages from group 1, or one language from group 1 and one language from group 2. The following selection combinations are possible:

- Kazakh literature and English language and literature (1 group);
- Russian language and English (group 1 and group 2);

When choosing any combination, without exception, students should also study Kazakh or Russian as a National component).

The English language programme across the curriculum of Group 2 subject follows IB directives as to courses of study and the aims and the objectives connected with these.

AES provides two levels of language for the IB DP students:

English SL: This course is available to all learners who have Intermediate level

English HL: This course is available to all learners who have Upper-intermediate or higher.

In the subjects selected for external assessment for obtaining a certificate of Unified National Testing, training is conducted in Kazakh and Russian.

### **Relation to the Inclusion Policy**

As it is outlined in the Inclusion policy, the school creates comfortable conditions for students, who are not proficient in the language of instruction of the school. The AES monitors the curriculum and individual students' language profiles to ensure any student's language placement is evidence-based and meets their linguistic needs.

### **Local languages**

All subjects in IB DP with the exception of the subjects "Russian Language and Literature", "Russian Language" (national curriculum), "Kazakh Language and literature" (national curriculum), "World history", "History of Kazakhstan" (national curriculum), and "Physical education" are taught in English. In seeking to maintain the high standard of international education for our students, AES offers Kazakh language and literature, English language and literature programmes across the school.

AES provides an educational programme containing:

## AES LANGUAGE POLICY

- Mainstream classes where the working languages are Kazakh and English;
- Classes of English, Russian for second language learners;
- Compulsory classes of Kazakh language for all local students;

As the native language of the majority of AES IB DP students, Kazakh is taught as a group 1, Language A course. Learners will be able to choose either a Standard or Higher level course. The Kazakh language and literature course will encourage learners to appreciate literature as both artistic and cultural expression. Learners will explore a range of literature within their cultural and literary context. Students of AES are legally required to study Kazakh and Russian languages in order to receive the National Certificate of Basic General Education.

### **Resources and practices for the IB DP**

#### **Accessible Resources:**

AES has accounts in InThinking for English A, English B, and Chinese ab initio. Additionally, teacher companion textbooks have been ordered by the school for certain courses. If students want to work on improving their mother tongue outside of class, there are resources including study materials, online courses, and teachers accessible.

AES allows students and faculty to access online university libraries, offering a wide range of resources in various disciplines in a large number of languages. Thus, students are able to develop their linguistic proficiency and knowledge of languages related to their IB chosen subjects.

#### **CAS**

AES students are encouraged to initiate and develop various language clubs where literary works can be read or written by students, faculty members and local audiences.

The use of language in music, theatre or other forms of art is encouraged by the school community. Poetry, Theatre and Debate club events are encouraged by the school.

#### **Communication with parents/guardians**

Information and communication provided at AES will be in both Kazakh and English languages. The information comprises newsletters, term reports, health reports, and notifications of disciplinary actions, among other things. The school tries its best to communicate in the parents' or guardians' native tongue when linguistic support is needed. The school cannot, however, fully commit to communicating in languages other than English as a second language, therefore parents and guardians should be informed of this.

#### **Policy review**

AES has revised language policy to include support for home languages, support for students who are not proficient in the language of instruction and reflection on the needs of students in language subject offerings. This policy will be linked to Admission, Assessment Policy and Inclusion policies and jointly

## AES LANGUAGE POLICY

reviewed and amended by the school's faculty and administration on an annual basis.

This policy has been revised by AES leadership during August 2024.

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