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«ZAMAN» ELITE KAZAKH SCHOOL



# Language Policy

Pedagogical council approval                      3 November 2023

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"Elite Kazakh school "ZAMAN" is a Candidate School\* for the International Baccalaureate Primary Years Program, Middle Years Program and Diploma Program. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that "Elite Kazakh school "ZAMAN" believes is important for our students.

\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org).

## School mission

**To foster globally competitive citizens grounded in national values, driven by curiosity and dedicated to serving society.**

## School phylosophy

**Every child represents a new era through creation, creativity, and leadership.**

## School vision

**A unique Kazakh school that invites students to answer 3 main questions related to history, culture and language: What kind of person am I in my society at the moment? What is my view of the world and people? How can I express my thoughts and feelings?**

## School values

- 1. Sincerity**
- 2. Attention**
- 3. Care**
- 4. Critical thinking**
- 5. Overcoming challenges**

## IB Learner Profiles

- 1. Inquirer**
- 2. Caring**
- 3. Reflective**
- 4. Thinker**
- 5. Open-minded**
- 6. Risk-taker**
- 7. Knowledgeble**

- 8. Balanced**
- 9. Communicator**
- 10. Reflective**

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## Introduction

This document was developed by teachers, teaching assistants and administrative representatives of "Zaman" school in the 2023-2024 academic year. Later, this policy was reviewed by primary and high school principals and approved by the intra-school pedagogical council. In August 2024, this document will be presented to new school staff, students and their parents, and other members of the school community. The policy will be reviewed as necessary, but at least once a year, at the beginning of each new school year.

Zaman School has candidate status of the International Baccalaureate (IB) and implements the IB program, namely the Pre-School and Primary School Program (PYP), Middle School (MYP), and Senior School (DP) programs. This means that the school's language policy was developed in accordance with the standards of the IB programme.

The programme aims to develop IB Learner profiles and ATL skills in students. All stakeholders of the school are responsible for developing the IB Learner profiles and ATL skills in students.

## Glossary

**Academic Language** - the language used in textbooks, in classrooms, and on tests. It is different in structure and vocabulary from the everyday spoken English of social interactions.

**Additional Language (L2)** - any language learned after the first language or mother tongue.

**Assessment** - the process of evaluating a student's learning and understanding, which can be formative (ongoing) or summative (final).

**Bilingual** - a person who is fluent in two languages.

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**Bilingual Education** - an educational program in which two languages are used to provide instruction.

**Code-Switching** - the practice of alternating between two or more languages or varieties of language in conversation.

**Common European Framework of Reference for Languages (CEFR)** - a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries.

**Dialect** - a particular form of a language that is peculiar to a specific region or social group.

**Diploma Programme (DP)**: A rigorous academic program for students aged 16 to 19 that is internationally recognized and respected. The DP aims to develop students who have excellent breadth and depth of knowledge, flourish physically, intellectually, emotionally, and ethically, and study at least two languages.

**Dual Language Program** - an educational program in which students are taught literacy and content in two languages.

**English as an Additional Language (EAL)** - term used to describe students who are learning English in addition to their mother tongue.

**English Language Learner (ELL)** - student who is in the process of learning English in addition to their native language.

**First Language (L1)** - the language that a person has been exposed to from birth or within the critical period.

**Fluency** - the ability to speak or write a language easily and accurately.

**Heritage Language** - the language spoken by members of a community or family, often different from the dominant language of the wider society.

**International Mindedness** - a way of thinking, being, and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others.

**Language Acquisition** - the process by which people learn a language, including first and additional

languages.

**Language of Instructions** – the language in which the subject is taught.

**Language Proficiency** - the ability of an individual to speak or perform in an acquired language.

**Middle Years Programme (MYP):** An educational framework for students aged 11 to 16 that encourages them to make practical connections between their studies and the real world. The MYP is designed to be inclusive and challenging, offering students opportunities to develop knowledge, understanding, and skills necessary for success in school and in life.

**Mother Tongue** - the first language learned at home in childhood that is still understood by an individual.

**Multilingual** - a person who can speak, understand, read, or write in more than two languages.

**Native language** – is a language acquired by a person in early childhood by imitating the elders around him.

**Phase learning (Phase)** - the gradual development of language, where each stage builds on the previous one and complements it. The school has 5 phases (first, second, third, fourth and fifth), the transition between phases is carried out based on the results of final tests.

**Plurilingualism** - the ability to use multiple languages in different contexts and for different purposes.

**Primary Language** - the language a student is most proficient in and typically used in their home environment.

**Primary Years Programme (PYP):** An educational framework for students aged 3 to 12, designed to develop the whole child as an inquirer, both in the classroom and in the world outside. The PYP focuses on the development of the whole child, preparing them to become active, caring, lifelong learners.

**Second language (L2)** - a language other than the mother tongue that person uses in order to communicate with the native speaker of that language.

**Scaffolding** - a teaching method that involves giving students support at the beginning of a learning

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process and gradually taking it away as they become more independent.

**Target Language** - the language that a learner is trying to acquire or learn. It is the language of instruction in a language course or program.

**Translanguaging** - the process of using multiple languages in a classroom setting to enhance learning.

**World Language** - a language that is widely used internationally, such as English, Spanish, French, or Mandarin.

### **IB Mission Statement**

The purpose of the International Baccalaureate is to develop inquisitive, educated, and caring young people who help build a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop comprehensive programs of international education and rigorous assessment.

These programs encourage students around the world to be active, compassionate, and kind. People who are always seeking knowledge and learning understand that other people may be right in their differences.

### **IB Student Profile**

The goal of all IB programs is to develop individuals with a recognized international mindset. Their shared human and global concern will help create a better and more peaceful world. An inquisitive student develops his or her natural curiosity while acquiring the skills necessary for exploration and independent learning. He has a special passion for learning and this interest will continue throughout his life. The educated student explores issues, ideas, and concepts of local and global significance, builds deep understanding and expands knowledge through a broad and coherent range of subjects. A reflective student takes initiative and uses critical, creative, and ethical judgment to solve complex problems. A fluent student can understand information and ideas through a variety of communication methods and confidently communicate them creatively in multiple languages. He works effectively when he cooperates with others. A strong-willed student respects the honor of



society, the group, and the individual, stands for justice, and acts with integrity. He can be responsible for his actions and their results. A caring student respects and empathizes with the feelings and needs of others. He has his position in serving the society. It tries to have some positive impact on society and the environment. A risk-taker maintains confidence in familiar and unfamiliar situations while maintaining independence of mind when exploring new roles, ideas, and strategies. He boldly proves his point. A versatile student understands the importance of intellectual, physical, and emotional balance to achieve success for himself and others. A student-analyst can analyze his knowledge and experience, evaluating and understanding his strengths and weaknesses to create conditions for personal development through his education. The student understands and appreciates his culture and history with a broad perspective. Respect the traditions and cultural values of other nations and communities. He is constantly gaining experience, and considering different points of view.

### **Linguistic philosophy of school**

This policy reflects the language philosophy of the school and prioritizes the development of students' native language and other world languages. This is clearly stated in the mission of the school.

"Zaman" school strongly believes that every language is a priceless resource that helps us learn more about the world, build healthy relationships with each other and achieve our goals. The school offers education in Kazakh language to its students. In other words, Kazakh is a language of instruction. In addition, the school suggests English and Russian language classes as the main components of the school curriculum. Russian is taught as a second language and English is taught as a foreign language.

When teaching the first language, the focus is given to speaking skills development first, also to ability to comprehend and perceive the information, and to express their thoughts and ideas in written and oral forms. The academic hours on language subjects are distributed in accordance with the state standards and IB program and are confirmed at the beginning of the school year.

### **Language profile**

The language of instruction in primary school classes is Kazakh, that is, most of the lessons are conducted in Kazakh language. Russian is taught in Russian, separate subjects such as English, Singaporean Mathematics and Singaporean Science are taught in English.

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The language of instruction at high school is Kazakh, but particular classes are held in Russian and English. Namely, “Russian language and literature” is taught in Russian, separate subjects such as English, Singaporean Mathematics, Singaporean Science, News analytics, World history, College Counseling, SAT Quantitative, SAT Verbal, English for academic purposes, Social Studies, Global Perspectives, Introduction to Engineering, Introduction to Programming, Creative writing, Academic writing are taught in English. Bilingual classes that are taught in both Kazakh and English are Physics, Biology, Chemistry and Computer Science for Grades 7-11.

For in-depth learning of Kazakh and English languages, all Grades students include step-by-step training. At the beginning of the academic year, students of the parallel classes are given the diagnostic testing to organize a phase learning, etc. e. level education. Students are divided into phase groups according to their level after checking their skills according to four criteria. They are: reading, writing, listening, and speaking. During the tests, students' vocabulary, listening skills, pronunciation, and spoken and written language are tested. As a result of these tests, students of each parallel are divided into phase groups according to their level.

In general, each parallel at primary school has three phases:

Phase 1 is the initial level

Phase 2 is the middle level

Phase 3 is the highest level

The grades of the MYP are divided into six phases. The phases do not correspond to particular age groups or MYP year levels. Students do not necessarily begin in phase one – they can begin at the appropriate phase, depending on their prior experiences, and may exit from any phase on the continuum.

Phase 1-2 - the beginning level

Phase 3-4 - the intermediate level

Phase 5-6 - the advanced level

Diagnostic examinations are conducted twice during the school year: at the beginning of the school year (in September) and in the middle of the school year (in January). Based on the results of

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each diagnostic test, students have the opportunity to move to the next stage. Languages curricula approved at the beginning of the school year contain information about goals and results by each phase.

### **Language support**

All official documents of the School including the website are compiled and published in three languages: Kazakh, Russian and English. The school continuously communicates with other educational organizations and school parents through letters written in Kazakh and Russian.

The school believes that the native language of every student should be supported. The native language is an aspect of the individual and cultural identity of students, the key to preserving and maintaining national identity, which also needs to be developed as one of the important factors in the comprehensive development of the child. For this reason, all the native languages of our students, starting from Kazakh language, are supported as well in different ways. For example, increasing of library resources; providing language books, dictionaries, worksheets and interactive media resources in a few languages; using games, pictures and other visual aids; application of individual and differentiated approach; holding cultural and language day events; holding olympiads, fairs, quizzes, competitions. If the assessment is not language-specific but subject-specific, students are allowed to answer in their native language.

In primary school, there is a book corner in different languages in each class. Students develop their language by reading these books every morning during the “reading time” in their native language and other languages. In high school, there are two reading times in the timetable of students, so that students can read the books of their native language or target language in the library. For both primary and secondary school, the school library provides books and resources in different languages, namely, in Kazakh, Russian, English and in the mother tongue of students.

The Kazakh language is the native language of most students. Native language is also called a first language, native language, or mother tongue. This is the most competent language of students. Studying the Kazakh language is a mandatory requirement in all classes of secondary school. For the majority of residents of Kazakhstan, Kazakh language is considered native. The study of Kazakh language includes reading and analysis of literary works, as well as its study.

The school creates all the conditions for Kazakh language support - teachers organize extra

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lessons after the main lessons in the academic program in order to work with the students' gaps, their Kazakh language level and their lexicon. The school provides a tutor for students with language barriers and difficulties. The tutor applies an individual approach while working with the students. The school supports the study of other foreign languages by students as well. The support of foreign languages at Zaman School is a means of expanding intercultural communication, as well as a means of education. For students who moved from other countries or other schools where the Kazakh language was not taught, or do not know the Kazakh language, language teachers organize individual sessions with them twice a week.

The attitude to English, which is strategically one of the important languages, is similar. All the supportive ways mentioned above are applied to English language development as well. Particularly, in high school, English is also taught as a subject, like in primary school, because of its importance in bilingual subjects as the content and language of instruction on some subjects is English. In addition, bilingual classes use a glossary, driving questions, and other methods used in CLIL. Thus, the school promotes the importance of learning the language and the international perspective.

Basic knowledge of Kazakh language is required from the accepted candidates because the language of instruction at school is Kazakh. For those students whose level of Kazakh is at a low level, it is planned to work on improving knowledge by dividing them into phases. In addition, students may be offered additional lessons to improve their Kazakh, particularly their reading level. Kazakh language and literature at high school are considered as a self-study course, and in this case, students can take lessons under the guidance of an external teacher and the guidance of academic leaders of the school.

### **Strategies to support teachers in promoting language development of students**

According to the IB standards, all school teachers have equal responsibility for students' language development. Not only language teachers, but also every homeroom and subject teacher should remember that everyone contributes to the language development of the students. Here, the emphasis should be placed on the language, because the language serves not only as an instrument of academic learning, but also as an instrument of international and intercultural communication in the future life of our students. Taking this into account, joint/collaborative planning and reflection are

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regularly held at the school.

A plan covering their progress and individual learning needs is drawn up for all students. Moreover, the responsibility for language development lies with the students themselves, and they are expected to use their language learning experience to the best of their abilities. Our school supports the improvement of language skills of teachers. The English language development of the school teachers is considered by the professional development department. This is carried out, for example, by offering teachers the opportunity to participate in language courses. The language courses are carried out according to the schedule approved at the beginning of each academic year.

### **Language learning pathways across the PYP, MYP and DP programmes**

#### **Language Needs**

The language needs of students at “Zaman” can be divided into four areas: Kazakh, Russian, English, and Mother Tongue.

#### **Languages used in the school:**

- Kazakh (as language of instruction); Language and Literature; Language A.
- Russian (as the second language); Language Acquisition, Language B.
- English (as the second language of instruction); Language Acquisition; Language B.
- Mother tongue language which is supported during classes, reading time hours and by the literature in the library, and cultural events.

#### **Practices relating to teaching and learning languages:**

All teachers, in every subject area, support students in their language development at “Zaman”. Information relating to language proficiency and previous language learning experience is collected during the enrollment period.

Students are encouraged to use their mother tongue to seek clarification in non-mother tongue lessons. Students are encouraged to use their languages to include others in conversations and discussions by switching to a common language or translating according to the situation. The playground, library, and social areas in the school are multilingual and inclusive.

Support for student learning in the language of instruction (English) is the result of collaboration between mainstream and EAL teachers. The nature of the support (individual or small group instruction; in class or sheltered support) is dependent on the needs of the student and the academic demands.

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The acquisition of additional languages is a necessity in our ever changing, fast-paced world. The development of one additional language can help to develop intercultural awareness and tolerance and thus plays a key role in the holistic development of the student. The acquisition of an additional language can develop language skills that can assist students in acquiring further additional languages.

### **Languages in the Primary Years Programme (PYP)**

#### **Kazakh as the Language of Instruction**

Teachers will work to provide a caring and accepting language community and opportunities will be structured to ensure the success of all learners. Students are expected and encouraged to speak Kazakh in the classroom and this is reinforced in positive ways, not in a punitive manner. Teachers collaborate with specialists and acknowledge that they “play an important role in reinforcing, supporting and extending the classroom work” (Making the PYP Happen, IBO. Peterson, 2009). The PYP Language Scope and Sequence documents are used to guide teachers at every stage of the language teaching and learning process.

#### **English as an Additional Language**

EAL support complements the Programme of Inquiry to the fullest extent possible. Grade level teams and the PYP coordinator involve the specialist language teachers when planning units of inquiry.

#### **Russian as an Additional Language**

Since Russian is the second language in the country, it has a special status and students are encouraged to learn it as a subject.

#### **Mother Tongue**

“Zaman” acknowledges that the development of mother-tongue language is essential to cognition and preserving personal and cultural identity. Efforts are made to connect new learning to prior learning in each student’s mother tongue language.

All four parallels in PYP are divided into 3 phases which are Phase 1 - initial level, Phase 2 - middle level and Phase 3 - highest level.

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### **Languages in the Middle Years Programme (MYP)**

Kazakh as the language of instruction and language support

The language of instruction for the subjects such as Kazakh language, Kazakh literature, Kazakh history, art drawing, drama. PHE, music, math, algebra, geometry, natural science, and geography is the Kazakh language. Students also study the Kazakh language and Kazakh literature as a Language and Literature group to support their Kazakh language. Students whose Kazakh language level is low take individual lessons twice a week.

English as the Language of Instruction

In the MYP, students have the opportunity to take English as Language and Literature (Language A) or as Language Acquisition (Language B). Students who achieve Phase 5 on the IB continuum of language acquisition, may transition to the Language and Literature course. The student's achievement will be reviewed by the language team to access readiness.

The school analyzes assessment data to inform teaching and learning in addition to tracking individual student progress. In recognition of the fact that all teachers are teachers of language, literacy outcomes such as, reading comprehension strategies, the acquisition of academic vocabulary, and communication skills, are incorporated into units of inquiry as appropriate.

The subjects such as, from MYP Year 1 World History and Social studies; from MYP Year 3 Biology, Chemistry, Informatics, Physics; from MYP Year 4 Introduction to Engineering and Creative writing; from MYP Year 5 Global Perspectives, Introduction to Programming, and Academic writing are taught in English. Taking the mentioned classes in English helps students to be better and gradually prepared for the Diploma Programme.

English as an Additional Language Support

Every effort will be made to provide students who enter the MYP without command of the language of instruction the necessary support in preparation for the challenges of the Diploma Programme.

Students who develop foundational skills in Language Acquisition, achieve advanced proficiency in English, and who are approved by leadership following an evaluation, may transition to the Language & Literature course at the start of the next school year.

Mother Tongue

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Students whose mother tongue is neither Kazakh, Russian, nor English, have the opportunity to read the books in their mother tongue in the library during the reading time hours and take books to home. Also, they can use their mother tongue to communicate with peers if they need to. Special events, such as “International Awareness Day”, for the Day of Languages, or other cultural events are organized for these students to practice their mother tongue and demonstrate their language.

#### Russian as an Additional Language Support

Russian language Acquisition courses are offered in the MYP at Zaman. Since Russian language is considered as the second language in Kazakhstan, students are required to take this course during the whole MYP years.

MYP years are divided into phases to learn language as follows:

Year 1 - Phase 1 and Phase 2

Year 2 - Phase 2 and Phase 3

Year 3 - Phase 3 and Phase 4

Year 4 - Phase 4 and Phase 5

Year 5 - Phase 5 and Phase 6

#### Languages in the Diploma Programme (DP)

The languages on offer at Zaman in Grades 10 and 11 aim to provide students with the opportunity to study their first language, continue to learn additional languages such as Russian and English, start learning a new language from the beginning and prepare for the international language exams such as IELTS and SAT Verbal.