

Agreed by IB

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LANGUAGE POLICY

Astana Bilim-Innovation lyceum for gifted boys

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The Middle Years Programme (MYP) at Astana Bilim-Innovation lyceum for gifted boys offers language instruction in multiple languages, including English, Kazakh, Russian and Turkish. Students have the option to choose their language of study based on their proficiency and learning goals.

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. Additionally, students have the chance to study the Turkish language, enabling them to gain insights into both the language and culture of Turkey, our neighboring nation.

BIL values and honors the varied languages and cultures present within the school community, aiming to cater to the educational requirements of students from diverse nationalities, cultural heritages, and ethnicities. This effort aligns the school's language philosophy and practices with its overarching mission statement.

Learning Objectives

At Bilim Innovation Lyceum for Gifted Boys, the language instruction in the MYP aims to develop students' proficiency in listening, speaking, reading, and writing in the target language. The learning objectives are aligned with the MYP language acquisition criteria, focusing on communication skills, cultural understanding, and critical thinking. Language skills are taught through a communicative and task-based approach, emphasizing real-life contexts and interactive activities. Instruction includes a combination of class discussions, group projects, role-playing, multimedia resources, and authentic materials to engage students and facilitate language acquisition. Differentiation strategies are employed to support students at varied language proficiency levels, ensuring that all learners make progress in their language development.

Formative and summative assessments are used to evaluate students' language proficiency, with a focus on oral presentations, written assignments, listening comprehension tasks, and reading exercises. Assessment criteria align with MYP language acquisition objectives to provide clear expectations and feedback for student growth and improvement.

Language instruction is integrated into various subject areas and interdisciplinary projects within the MYP curriculum at Bilim Innovation Lyceum for Gifted Boys, enabling students to apply language skills in authentic contexts across different disciplines. This interdisciplinary approach fosters connections between language learning and other areas of study, promoting holistic development and deeper understanding.

BIL 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.

Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

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

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

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

BIL 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 BIL 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 MYP structures 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 MYP.

The IB Learner Profile in the Language Policy

In line with the IB philosophy, BIL aims for the students to develop the knowledge, skills and attitudes 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 the Secondary school 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;

Kazakh language and literature course in Grades 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;

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

Turkish Language Courses are delivered to all local students in Grades 7-11

Languages of instruction

BIL recognizes that students have a variety of language backgrounds, and therefore programmes are taught in English and Kazakh languages. 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.

The aims of MYP language acquisition are to encourage and enable students to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
 - develop a respect for, and understanding of, diverse linguistic and cultural heritages
 - develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- develop multiliteracy skills through the use of a range of learning tools
 - develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
 - understand the nature of language and the process of language learning
 - gain insight into the cultural characteristics of the communities where the language is spoken
- gain an awareness and understanding of the perspectives of people from their own and other cultures
 - develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

BIL is recognized as the school with the Kazakh language of instruction with English language learning in depth. From grades 7 to 11, teaching of the following subjects are conducted in English: Biology, Chemistry, Physics, Maths and Computer science. The Science subjects are also taught in English in grades 7-11 as the selected subjects for the IB programme implementation in our school.

The study of English at BIL 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 student 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 subjects taught in Russian 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 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

The Status of the Kazakh Language

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

At BIL, we respect Kazakhstan as the home country for the local community and the host country for expatriates. BIL 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 BIL views Kazakh and English as the main languages of communication across the school. Kazakh, Russian 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.

Mother Tongues

BIL 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 library hosts a collection of mother tongue books for students to read. It is rich, however the school is working on development of school Library resources in different languages. 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.

Language Policy Implementation

BIL's integrated educational programme is 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, BIL offers Kazakh language, literature, English language, literature, and Kazakh language and literature programmes across the school. Turkish Language is provided to the 7-11 Grade level students as an additional language course.

BIL provides an educational programme containing:

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

Assessment criteria

Each language acquisition objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work. Criterion A: Listening Students interpret and construct meaning from spoken multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes.

Criterion B: Reading Students construct meaning and interpret written, spatial and visual aspects of texts to understand how these aspects presented with written text interplay to convey ideas, values and attitudes.

Criterion C: Speaking Students develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language. Students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness.

Criterion D: Writing Students recognize and use language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. Students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways.

In MYP language acquisition courses, on-screen examinations comprise of three tasks and may include any topics from the language acquisition list.

Objective	Assessment criteria	Mark
Comprehending spoken multimodal texts	Criterion A	24
Comprehending written multimodal texts	Criterion B	24
Writing in response to multimodal texts	Criterion B	24

The individual speaking assessment task is marked by students' classroom teachers against published speaking examination marking criteria for MYP year 5.

Objective	Assessment criteria	Mark
Speaking in response to multimodal texts	Criterion C	24

MYP language acquisition examination tasks are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in language acquisition and studies in language and literature. The MYP certificate requires a satisfactory level of achievement in language acquisition

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