



Астана  
«Білім-Інновация»  
лицей-интернаты



## LANGUAGE POLICY

of

### Astana “Bilim - Innovation” lyceum for gifted boys

*Astana Bilim – Innovation boarding lyceum for boys is a candidate school\* for the DP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe 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 (DP), 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 <http://www.ibo.org>.*

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## 1. General Provisions

### 1.1 Glossary

**IB (International Baccalaureate)** - an educational foundation that provides four rigorous, high-quality programs for students aged 3 to 19. These programs, offered through authorized IB World Schools, are designed to nurture knowledgeable, curious, and compassionate learners who think critically and are committed to lifelong learning

**MYP (Middle Years Programme)** - a challenging curriculum framework for students aged 11–16 that encourages them to make practical connections between their studies and the real world. The MYP promotes inquiry-based learning, intercultural understanding, and the development of critical thinking skills.

**DP (Diploma Programme)** - An academically rigorous programme for students aged 16–19 that prepares them for success at university and beyond. The DP emphasizes intellectual challenge, international-mindedness, and the development of research, communication, and self-management skills.

**IELTS (International English Language Testing System)** - a globally recognized exam used to evaluate the English language proficiency of individuals whose first language is not English. It assesses key language skills such as listening, reading, writing, and speaking.

**CAS (Creativity, Activity, Service)** - a core component of the IB Diploma Programme that encourages students to engage in a variety of experiences beyond the classroom. CAS aims to develop students' personal and interpersonal skills through creative expression, physical activity, and community service.

**CEFR (Common European Framework of Reference for Languages)** - an international standard used to describe and assess language ability across six levels, from A1 (beginner) to C2 (proficient). CEFR provides a clear framework for measuring progress in language learning and comparing language qualifications.

**National Compulsory Educational Standards of Kazakhstan** - the fundamental regulatory document that defines the mandatory requirements for the content, levels, and quality of education in Kazakhstan. It sets the curriculum frameworks, learning outcomes, and assessment criteria for all levels of education, from preschool to post-secondary vocational training. It ensures a

unified educational system across the country, aiming to provide a high-quality, relevant, and globally competitive education while preserving national identity and cultural values, including a strong emphasis on the trilingual policy (Kazakh, Russian, and English).

**Bilim-Innovation International Public Foundation ( BIF hereinafter)** - a leading educational organization in Kazakhstan, established in 1992 to advance the country's human capital. It manages a network of "Bilim-Innovation" Lyceums known for academic excellence, especially in STEM, and strong performance in international Olympiads. The foundation emphasizes trilingual education and integrates Kazakhstan's national educational standards with innovative international teaching methodologies. Its core mission is to foster competitive, well-rounded individuals by providing high-quality, value-based education.

## **1.2 Language Philosophy of the School**

Our school is committed to fostering strong language abilities in both students' native and additional languages, empowering them to communicate effectively in a globalized world. We view language learning as essential for personal development, social connection, and academic achievement. Every language embodies distinct cultural values, and learning multiple languages encourages appreciation for diversity and supports harmony in a multicultural society.

***The main principles of our language philosophy are as follows:***

*Multilingualism as a Key to Global Competence:*

Our country promotes a trilingual language policy that aligns with the values of the IB philosophy. This includes Kazakh as the state language, Russian as the language of intercultural communication, and English as the language of global interaction, providing access to global culture, science, and technology. We believe that multilingualism is an essential competence for every student, fostering intercultural understanding, open-mindedness, and effective communication in a globalized world. In addition to the three core languages, our students also study Turkish, which broadens their linguistic horizons and strengthens their awareness of cultural diversity.

### *Native Language Support:*

The school recognizes the importance of students' native languages as a foundation for cognitive development, identity formation, and academic success. In our school context, Kazakh and Russian are the dominant native languages of the majority of students. In accordance with the State Educational Standards of the Republic of Kazakhstan, Kazakh and Russian are compulsory subjects for all students. These subjects are taught as part of the national curriculum and are not divided into ability-based groups; however, teachers differentiate instruction and provide continuous support to ensure that all learners can access the curriculum effectively. Support may include the use of bilingual resources, scaffolding strategies, collaboration with parents, and, when available, targeted language support classes. At the same time, all internal and external examinations are completed in the language of instruction of the respective subject.

### *English as the Language of Scientific and Technological Advancement:*

In our school, technical subjects such as mathematics, ICT, and sciences are taught in English. This approach not only supports our students in acquiring subject knowledge but also equips them with the academic language needed for higher education and future careers in the global arena. It enables learners to access up-to-date international resources and develop confidence in using English for academic and professional purposes.

### *Development of Intercultural Communication Skills:*

We foster an environment where students learn to communicate respectfully and effectively with people from different cultural backgrounds. Through language learning and multicultural experiences, they develop empathy, tolerance, and the ability to collaborate in diverse settings.

### *Use of Educational Technologies:*

We incorporate a variety of modern digital tools and platforms into language instruction to enhance student engagement and support diverse learning needs. These technologies help create interactive learning environments, personalize instruction, and provide students with real-world opportunities to practice and develop their language skills both inside and outside the classroom.

### **1.3 Purpose of the Language Policy**

The purpose of our Language Policy is to support the development of multilingual, culturally aware, and globally competent students. It outlines our commitment to promoting the state trilingual policy—Kazakh, Russian, and English—while valuing students' native language as a core part of their identity. By integrating modern technologies, offering diverse language learning opportunities, including Turkish, and teaching key subjects in English, we aim to equip students with the communication skills and academic language needed to succeed in an interconnected world.

## **2. Language Profile of the School**

The school community is characterized by cultural and linguistic diversity. While the majority of students come from Kazakhstan and make up approximately 90% of the student population, the remaining learners represent a range of ethnic and national backgrounds, including Russian, Korean, Turkish, and others. Most students demonstrate strong proficiency in either Kazakh or Russian, and a number of them are also highly competent users of English. The teaching staff largely reflects this multilingual environment: the majority of local educators are proficient in both Kazakh and Russian, with several staff members able to communicate effectively in three or more languages.

## **3. Teaching and Learning Languages**

### **3.1 Language of Instruction and Communication**

The language of instruction at our school is primarily Kazakh, in alignment with the State Compulsory Education Standards. The subject *Russian Language and Literature* is a mandatory component of the curriculum for all students, reflecting its role as a language of intercultural communication within the national context. Technical and scientific disciplines, including mathematics, ICT, and natural sciences, are delivered in English to foster academic language proficiency and to prepare students for engagement in the global academic and professional environment. Turkish is offered as an additional language, enriching the linguistic experience of learners and expanding their exposure to cultural diversity.

This multilingual and multicultural educational setting contributes significantly to the development of key 21st-century skills such as intercultural

understanding, effective communication, as well as critical and creative thinking.

All official communication and documentation within the school is conducted in Kazakh and English. Where appropriate, and upon request from students, parents, or external stakeholders, communication may also be provided in Russian to ensure inclusivity and accessibility.

Teachers and the school implement a range of strategies to support language development across all subjects. These include the use of scaffolding techniques, subject-specific vocabulary instruction, integration of language objectives into lesson planning, and the promotion of both academic and conversational language through classroom dialogue. Students are encouraged to engage in reading, writing, speaking, and listening activities in multiple languages. The school also supports language growth through differentiated instruction, formative assessment practices, access to multilingual resources, and the integration of digital tools that enhance language learning in and beyond the classroom.

The school's curriculum and language programs are designed in alignment with the State Compulsory Standard for Secondary Education of the Republic of Kazakhstan and guided by the language requirements outlined in the International Baccalaureate programmes (MYP and DP).

### **3.2 Teaching and Learning Languages in Lower Secondary School (Grades 7-9, MYP)**

Kazakh language and literature, History of Kazakhstan, World History, and Geography courses in Grades 7-9 are delivered in Kazakh, which 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 the Kazakh Language and literature course.

The Russian Language Acquisition course is delivered in Russian for all local and international students.

English is the primary language of instruction across all other subject groups, including science and mathematics. Special emphasis is placed on developing students' academic English, particularly in science subjects, to ensure they can engage with complex concepts and terminology effectively. Language support strategies are embedded in science instruction to help

students strengthen both their subject knowledge and English language proficiency.

Turkish LA is delivered as an additional language for all grade levels 7-9.

### **3.5 Teaching and Language Learning in Upper Secondary School (Grades 10-11, DP)**

The language of instruction in the Diploma Programme is English. Students who choose to enroll in the Diploma Programme must have an English proficiency level of at least B1 according to the CEFR. This level will be determined through a diagnostic placement test assessing all four language skills.

*Language A:* Given that Kazakh is the primary language of instruction at the school, students may select Kazakh Language A, which is offered exclusively at the Standard Level. Students might also select Russian Language and Literature at the Standard Level.

*Language B:* The only option available for Language B is English, which is offered at the Higher Level.

*Languages of Instruction in the DP:* Kazakh serves as the language of instruction for Kazakh Literature, History of Kazakhstan, Physical Education, and Geography of Kazakhstan. Russian is the medium of instruction for Russian Language and Literature. English is the language of instruction for all other Diploma Programme subjects and the core components of the programme.

### **Language of Assessments and Examinations**

In Grades 7–9, internal assessments, summative tasks, and examinations are administered in the language of instruction of the respective subject. Subjects taught in Kazakh are assessed in Kazakh, while subjects taught in English or Russian are assessed in English or Russian accordingly.

State (national) examinations in Grade 9 and Grade 11 are taken according to students' language choice and may be completed in Kazakh, Russian, or English, in line with national regulations. This option does not apply to language subjects, which are assessed exclusively in the target language of instruction.

In the Diploma Programme, external IB examinations are conducted in the language of instruction of the respective subject. The language of assessment is determined by the IB and corresponds to the language in which the course is authorized and taught at the school. Language A subjects are examined in the

target language of the course (Kazakh or Russian), while Language B (English B) examinations are conducted in the language being studied. All other DP subjects and core components are assessed in English.

***Languages of Instruction and Assessment by Grade Level - MYP***

<b>Grade</b>	<b>Subject Group / Course</b>	<b>Language of Instruction</b>	<b>Language of Exams</b>	<b>% of Instruction in English</b>	<b>% of Instruction in Other Language(s)</b>
<b>7-8-9</b>	Kazakh Language & Literature	Kazakh	Kazakh	0%	100% Kazakh
	History of Kazakhstan, World History, Geography, Arts	Kazakh	Kazakh	0%	0–20% (clarification support)
	Russian Language Acquisition	Russian	Russian	0%	0–20% (clarification support)
	Sciences	English	English	90–100%	0–20% (scaffolding if needed/clarification support)
	Mathematics	English	English	90–100%	0–20% (clarification support)
	PE Design	English	English	90–100%	0–20% (support language)
	Turkish Language Acquisition	Turkish	Turkish	0%	0–20% (support language)

### *Languages of Instruction and Assessment by Grade Level - DP*

<b>Grade</b>	<b>Subject Group / Course</b>	<b>Language of Instruction</b>	<b>Language of Exams</b>	<b>% of Instruction in English</b>	<b>% of Instruction in Other Language(s)</b>
<b>10-11 (DP 1-2)</b>	Kazakh Literature (Language A SL)	Kazakh	Kazakh	0%	0%
	Russian Language & Literature (Language A SL)	Russian	Russian	0%	0%
	English B (HL)	English	English	100%	0%
	History of Kazakhstan	Kazakh	Kazakh	0%	0–10% (support language)
	Geography of Kazakhstan	Kazakh	Kazakh	0%	0–10% (support language)
	Physical Education	Kazakh	-	0%	0–10% (support language)
	All Other DP Subjects	English	English	100%	0–10% (support language)

#### **4. Language Development in School**

Effective teaching practices grounded in the constructivist approach and student inquiry enable learners to build on their prior knowledge, progressing from familiar to unfamiliar contexts and from simple to more advanced concepts. Language, including students’ native language, serves as a crucial tool for developing skills and understanding complex ideas. The school actively integrates modern educational technologies to support high-quality language instruction.

Teachers employ a variety of materials in the classroom, including flashcards, educational games, and audiovisual resources, to make lessons engaging and interactive. In addition, the school provides students with access to numerous digital resources such as online libraries, educational platforms, and language-learning applications, ensuring that learners have the tools they

need to practice and improve their language proficiency. The library also offers an extensive collection of foreign language books at varying levels and across diverse topics, supporting students in developing their reading and comprehension skills.

#### **4.1 Identifying Students' Language Needs**

Upon admission to the lyceum, all students complete a diagnostic assessment during their first year. This assessment enables teachers to adapt instructional materials, develop differentiation strategies, and address students' individual needs. Additionally, twice a year, the Bilim-Innovation Foundation administers KET and PET exams for grades 7, 8, and 9, and conducts a mid-year IELTS practice test for grade 10 students. These assessments provide the school and teachers with comprehensive data on overall English proficiency levels, help identify students who require additional support, differentiate and facilitate the organization of targeted individual or small-group instruction, including additional self-study materials and a list of resources for self-practice. Parents are also engaged in supporting teachers' work with students.

Students who require additional support in Kazakh and Russian receive individualized and small-group instruction. Teachers use scaffolding and differentiation techniques to support those students. Up to 20% of instructions might be given in other languages when needed. They are also provided with supplementary learning materials for independent study and practice.

### **5. Rights and Responsibilities of School Community Members**

#### **5.1 Students' Rights:**

Students are entitled to receive high-quality instruction in Kazakh, Russian, and English. They have the opportunity to engage in language-focused extracurricular activities, including clubs, competitions, and cultural events. Furthermore, they have the right to individualized academic support from teachers, consistent and constructive feedback on their language development, and the assurance that their linguistic and cultural backgrounds will be acknowledged and respected. They are also entitled to access school resources, including instructional materials, library holdings, and digital tools, in Kazakh, Russian, and English.

#### **5.2 Students' Responsibilities:**

Students are expected to demonstrate respect for the languages and cultures represented within the school community. They are responsible for taking an active role in their language learning journey.

### **5.3 Parents' Rights:**

Parents have the right to receive regular updates on their child's language acquisition and progress. The school should provide support to parents in developing their own language skills as needed. Additionally, the school must recognize and respect parents' cultural and linguistic identities.

### **5.4 Parents' Responsibilities:**

Parents are expected to support their children's language learning by fostering a positive home environment conducive to study. They should also promote respect for linguistic diversity within the school and ensure that their children attend supplementary language classes when recommended by the school.

### **5.5 School Rights:**

The school reserves the right to determine students' language proficiency profiles through diagnostic testing and formative assessments conducted throughout the academic year. This data serves to inform curriculum adjustments and instructional strategies. Moreover, the school has the right to communicate official information and maintain documentation primarily in Kazakh, and when appropriate, in Russian and English, in order to ensure clear and effective communication with all stakeholders.

### **5.6 School Responsibilities:**

The school is responsible for designing and implementing a comprehensive language policy that reflects and respects the linguistic and cultural diversity of the school community. It must cultivate a multilingual environment that promotes the development of proficiency in Kazakh, Russian, and English in alignment with the objectives of the MYP and DP programs. Additionally, the school must address the individual language needs of students by developing differentiated learning tasks, employing varied pedagogical approaches, and maintaining students' motivation and success in language acquisition.

## **Policy Review**

All school policies are subject to regular review to ensure they remain aligned with IB requirements, national educational regulations, and the evolving needs of the school community. Policies are reviewed collaboratively at the end of each academic year by school leadership, coordinators, and teaching staff, with input from relevant stakeholders where appropriate. Updates are communicated to the school community, and revised policies are approved by school leadership before implementation.