



*At KIS, we nurture international mindedness within our multilingual school community by providing an inquiry-based curriculum focused on the development of the whole child as a caring, open-minded, lifelong learner.*

## KIS Language Policy

*“The mother language, in which the first words are uttered and individual thought expressed, is the foundation for the history and culture of each individual...”*

*Languages are the best vehicles of mutual understanding and tolerance. Respect for all languages is a key factor for ensuring peaceful coexistence, with exclusion, of societies and all of them members.”*

Irina Bokova, Director-General of UNESCO  
Message for International Mother Language Day 2010

### A. Philosophy

Students learn language through language. They learn about language in an environment where they explore concepts, solve problems, organize information, share discoveries, formulate hypotheses, and explain ideas.

- Language is a major means of communicating, fundamental to learning, and is developed across curriculum areas. All teachers are teachers of language. Essentially, education is language education. Poetry, literature, art, history, drama, music, science, technology and mathematics all encourage students to develop their language skills.
- The acquisition of language is a dynamic, life-long process that permeates all learning. It is a key factor in intellectual growth and promotes the development of personal and international understanding.
- Effective teaching practice arises from a constructivist approach to learning, allowing students to build on prior knowledge and construct personal meaning.
- Through meaningful interactions, we communicate with and understand others, the world and ourselves to develop intercultural awareness.
- The school community is a resource to foster language learning. An additional language enriches personal growth, enhances first language development, and promotes international-mindedness. The development of a mother tongue language is crucial for maintaining cultural identity.

## **B. Language of Instruction and Inclusion**

English is the language of instruction and inclusion at KIS. English is used to deliver the curriculum (with the exception of languages other than English), and is the common language of communication in the school (for example, in reports, correspondence, and on the school website). As the shared language of our school, English is the language of inclusion, and its use is encouraged in social and non-academic contexts so that all staff and students can be included wherever possible: for example, in the playground and in the canteen.

While we actively promote the use of English, we also celebrate and encourage the development of language skills in other languages, and their use in the appropriate contexts. For example, it is recognized that some students may want and need to use other languages to clarify and consolidate meaning.

## **C. Mother Tongue**

The mother tongue language is often the language used in the home and the first language acquired. The first language is the one in which the individual is most proficient. KIS encourages the development of the mother tongue and first languages of students through an ethos of inclusion and celebration of linguistic diversity within the community.

We recognise that competency in one's mother tongue is an important factor in success as a learner of additional languages. Parents seeking mother tongue or first language support for their children will be assisted in locating suitable teachers and given free use of school facilities outside the school day for this purpose.

The host country language is Kazakh and Russian. KIS promotes these languages by providing lessons in Kazakh for those students whose nationality is Kazakh. Kazakh is taught up until grade 10. Russian classes are provided for all students at KIS, it is a language option for Group 1 and 2 in the Diploma Programme (DP).

Every year KIS hosts an 'International Mother Tongue Day' in which all mother tongue languages are promoted.

## **D. Other Languages**

KIS seeks to enable children to function as global citizens, which in part entails the ability to function capably and comfortably within and between cultures. Developing the capacity to speak more than one language is an integral part of this preparation. With this in mind:

- all students from Toddlers onwards take mandatory Russian classes
- Kazakhstani students must also study Kazakh, in line with national requirements
- French is currently offered as a choice for students from Grade 4 onwards
- in order to facilitate the use of language in the classroom, KIS provides a teaching assistant to all classes up to and including Grade 3
- in addition, the school encourages parents and teachers to offer classes in other languages as part of the KIS after-school activities program.

### **E. Admissions and Placement**

Generally, KIS places students according to age. However, students may be placed otherwise in order to meet their language-learning needs, in line with the process outlined below.

Initial assessments will be conducted upon a student's first arrival at school, but may be conducted at any point if there is an indication that there might be a need for English as an Additional Language (EAL) EAL support services. An initial assessment is completed with all students applying for acceptance into KIS who can speak, read, and write in English. Initial assessments may include:

- 1) English language assessment
  - a) Speaking and listening: interview with the prospective student
  - b) Reading comprehension: Running records (two levels below the grade level range)
  - c) Writing: samples of unedited written work of the student or pictures in lower grades.
- 2) An analysis of the previous school report if available
- 3) Mother tongue language proficiency if needed

A meeting of the administration, homeroom teacher, and EAL teacher may be held following the initial assessments to make the decision about student placement.

If a child speaks little or no English, he or she is automatically placed in English as an Additional Language (EAL) Foundation classes for their first semester.

When considering admissions to the Middle Years Programme (MYP), there is a sliding scale of minimum English language competence required to enter each grade level. The MYP Coordinator, EAL Coordinator and relevant languages teachers' views will be sought in order to reach a decision.

Students applying to enter the Diploma Programme must have achieved at least a level 4 at MYP, or its equivalent in other systems. The DP Coordinator, EAL Coordinator, and relevant languages teachers' views will be sought in order to reach a decision. The KIS Admissions

Policy should be read in conjunction with this document for full information on admissions requirements.

## **F. EAL (English as an Additional Language)**

EAL refers to English instruction that is given to assist the student in gaining sufficient English language proficiency to cope within the English-speaking school environment. EAL students are provided extra support through a pull-out or push-in program. *Pull-out* refers to separate classes, usually small groups of students who have been withdrawn from one or more subjects or lessons; *push-in* means in-class support, e.g. with an EAL teacher working alongside one or more students in need of targeted support with English in that subject. We offer EAL support starting from Grade 1.

### **I. Foundation EAL**

Foundation students - those who speak little or no English upon admission - are withdrawn from language-intensive subjects for the first semester of their enrollment. The purpose of Foundation EAL is to teach students functional English, e.g. the key vocabulary and expressions used in the classroom to help them follow class routines and communicate basic needs.

### **II. Decision making process for whether a student goes to EAL/IE**

For a student to be identified as an EAL student, the following procedure and criteria will be followed:

Based on the initial assessment:

- a. If the child speaks little or no English: Foundation EAL.
- b. If the child speaks some English and the level of understanding is far below the age level norm and they have had one year of previous English classes: Intermediate EAL
- c. If the child's oral communication skills are satisfactory, but the reading scores (running record) are two levels below the lowest reading level in the assigned class: Intermediate EAL.

### **III. Assessing Progress**

The constant collaborative planning and teaching between the classroom teacher and the EAL teacher provides ample opportunity to constantly reflect on the progress of each EAL student in the class. All students in the class will have the same assessments and the same

standards and benchmarks. All decisions may be reviewed by the homeroom teacher and the EAL teacher at any time to reassess level of student support.

#### **IV. Exiting the EAL program**

Based on day-to-day assessments and observations, if either the EAL support teacher or the classroom teacher feels that a student is capable of joining the mainstream class without support, then the student may be able to graduate from the EAL program. The decision is made based on the following criteria:

- the reading level of the student
- observations
- the opinions of all relevant teachers
- formal and informal assessments.

The administration will approve the decision, and will meet with the teachers and/or parents if necessary. If the group decides that the student is ready to exit EAL support, the parents will be informed of the progress.

#### **G. Assessment**

All homeroom teachers address their students' individual language learning needs, and each teacher develops individualized programs and expectations to meet with the range of language proficiencies at KIS.

- Teachers conduct ongoing assessment of students' academic and language accomplishments and needs.
- Teachers take reading running records four times a year and they are kept in the students' cumulative (pass-up) folders.
- Teachers collect representative samples of students' work in their portfolios to document linguistic and academic growth in language.
- Teachers communicate clearly with parents regarding students' accomplishments and needs.
- Teachers will provide opportunity for self- and peer assessments which encourage students to take ownership and responsibility for their learning.

#### **H. Language Teaching and Learning Methodologies at KIS**

The teaching and learning methodology at KIS focuses on being engaging, integrated, supportive and active. Teachers use a wide variety of methods of instruction in order to make learning experiences relevant and meaningful for the students, and to encourage a love of language and learning.

**I. Students:**

- learn to work independently and in cooperative groups
- regularly reflect on their learning as an integral part of their life-long educational journey
- use writing as a way of thinking and reflecting
- develop a portfolio each year, reflecting their work in all languages
- set personal learning goals, use effective learning strategies, and self-assess their work
- select and read books independently for enjoyment.

**II. Teachers:**

- provide a broad range of activities and tasks that provide a balanced programme, incorporating all four areas of language: speaking, listening, reading, and writing (complemented by viewing and presenting), in a language-rich environment
- strive to create supportive, emotionally safe environments in which students can take risks and express themselves in a variety of ways
- use “teachable moments”
- are responsive to student needs and interests in the classroom
- make meaningful interdisciplinary connections to other subjects and the world around us, as we explore language and literature in our classrooms
- focus on students constructing their own meanings and supporting their interpretations with evidence from the texts they are studying
- make sure that students clearly understand the learning goals and how the teachers will evaluate their learning
- maintain an emphasis on developing student *skills*, as opposed to prioritizing the coverage of *content*.

**III. The school:**

- provides the necessary professional development in the field of language learning and teaching
- provides varied opportunities for parents to become involved in their children’s language development (teaching in the after-school programme, teacher conferences, PTA, volunteering in the classroom, etc)
- provides and maintains materials and resources
- provides resources to enable the offering of additional languages
- provides and maintains library materials and resources which support the educational and recreational reading needs of our students
- provides ongoing home support in French, Kazakh, and Russian

**I. Responsibilities of stakeholders**

Effective implementation of the Language Policy requires the cooperation and support of all stakeholders in the school community.

### **I. The Role of Administrators**

- Use English as the primary language of communication
- Share responsibility for oversight, implementation and revision of the Language Policy and curriculum efforts
- Support teachers in their delivery of instruction
- Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies
- Promote an embedded professional development model enabling collaboration concerning curriculum, instructional techniques, assessment and student progress
- Observe teachers and provide constructive feedback, materials, planning time and staff development opportunities
- Promote communication with parents concerning students' language development and provide translators when needed.

### **II. The Role of EAL Teachers**

EAL Teachers have extensive knowledge of language and second language development, culture, grade-level subject matter, instructional resources and assessment tools. The following goals set out the range of activities that the EAL teachers undertake:

- use English as the primary language of communication
- work with administrators and faculty to enhance the language programme with language across the curriculum perspective
- promote effective language teaching and assessment practices
- communicate with parents regarding language issues and the school's language program.

The responsibilities for language immersion and language development do not rest exclusively with the EAL teachers; they are shared with all teachers and parents.

### **III. The Role of Teachers**

Since learning and language are inextricably bound, every teacher is a language teacher. The faculty will:

- use English as the primary language of instruction and social interaction in and out of the classroom, except in lessons of other languages
- acquire a professional knowledge base in second language acquisition processes, students' developmental language behaviors, and familiarity with students' language learning cognitive styles
- integrate language instruction with Units of Inquiry

- create classroom environments that offer plentiful opportunities for students to listen to, read, speak, and write, through interactive activities
- support and encourage language self-assessment
- give ongoing feedback to students on their linguistic and cognitive development by using a variety of balanced assessment strategies
- set and uphold high linguistic expectations for all students
- build a strong home-school partnership using various means of communication
- model positive personal qualities (e.g. Learner Profile attributes and attitudes)
- work collaboratively to develop culturally inclusive and age-appropriate curriculum and teaching strategies
- use appropriate technology to enhance and accelerate language development
- select resources that are linguistically accessible and culturally inclusive.

#### **IV. The Role of Parents**

Parents can support their children’s success in language learning. Families are encouraged to:

- have a positive attitude towards both English and other languages
- promote the advantages of learning other languages
- maintain mother tongue literacy skills at home or after school
- encourage and support their children's additional language acquisition
- supply multilingual materials in the home
- learn about how children acquire language in order to support the school’s efforts.

#### **V. The Role of Students**

English is the primary language of instruction and inclusion (social interaction) at KIS. English is recognized as the language of inclusion on campus, therefore students are encouraged to use English to:

- acquire information by listening to oral presentations, interpreting print and graphic material, and observing and recording practical experiences
- convey information by telling stories and explaining ideas
- demonstrate respect for others by using English in class as well as in social situations
- develop fluency in English for all forms of communication.

The principle is that all participants in a conversation should be able to understand it. For example: if two children are speaking in their mother tongue, and a student who is unable to understand this language joins the conversation, it is expected that the students will switch to a language that is commonly understood.

The Language Policy will be reviewed by a committee including representatives of the whole school staff every two years, and approved by all stakeholders.

## J. International Baccalaureate Diploma Programme (IBDP) Language at KIS

### I. Support for Students' Best Languages

- We define a student's best language as the language in which the student is most proficient. This is not necessarily the same as the language students speak at home, but the language the student has received most of his or her previous education in, and in which he or she prefers to learn.
- The development and maintenance of best languages at KIS will be analyzed, different models for this will be considered, and the model chosen shall be under continuous improvement to cover the needs of the actual students.
- The following are taken from *Language and learning in IB programmes*, IBO 2011:

*Group 1 is also the site where the IB recognizes the right of all students to study their mother tongue/best language at the same level as other DP subjects. Apart from the 50 languages that are automatically available, students can also make a special request for an examination in their best language. Upon receipt of such a request, the IB undertakes to appoint an examiner and set a paper for assessment. This applies even if only one student requires the service, and it is offered at the same cost to schools as any other DP subject. In order to further support best language entitlement, the IB also offers a school-supported self-taught course. This ensures that, even if the school is unable to provide a teacher for a Language A subject, a carefully planned self taught course can be followed, with the student's work being accurately assessed to the same standard as students who have followed the course with a teacher.*

- KIS actively supports students in their desire to study their best language as Language A: Literature. The Diploma Programme Coordinator (DPC) will ensure that each student will receive this information and opportunity to learn their best language (see point II). The teacher of Language A Literature will be responsible to tutor the students and provide them with lists of authors.

### II. Course Offered

- IBDP students are required to choose one Group 1 and one Group 2 course.

#### Group 1

Contains the course which is designed for students who have previous experience of using the language of the course in academic contexts. At KIS we offer the following:

- Russian A Language and Literature at Standard and Higher Level (SL/HL)
- English A Language and Literature at Standard and Higher Level (SL/HL)
- School supported self-taught literature (SL)

**School Supported Self-taught Courses:** The school will assist parents and students in finding suitable 'school-supported self-taught courses' (SSST). Students will provide an internal supervisor, where these are available. The school will link students with a tutor either internally or externally. However, third-party services may incur an additional cost which must be covered by the students family. Retaining a tutor in the target language is essential for success in the SSST. A supervisor is provided by the school (see II. 2) and the school will assist in finding a tutor in that language. An external tutor that incurs an additional cost must be paid by parents. The school supervisor will provide 100-130 hours (one class a week) and one hour or more is provided by the external tutor in that language. SSST can only be taken as a Standard Level (SL) subject.

#### **Group 2: Language Acquisition**

The IB offers two modern language courses:

- Language B—for students with some experience of the language
- Language '*ab initio*' (*'from the beginning'*)—for students with little or no experience of the target language.

The courses share an emphasis on the importance of understanding language acquisition as a process that also involves the recognition and understanding of another culture. The continuous reflection during the immersion in a culture leads a person to assumptions about the world that are not necessarily shared by others. To know more than one culture will mature this process further. This is central in the development of intercultural awareness and international-mindedness.

#### **KIS is able to offer the following courses:**

- Russian B at Standard and Higher Level (SL/HL)
- English B at Standard and Higher Level (SL/HL)
- We are considering offering French *ab initio* in the future.

Students who wish to study another language will have the option to take a IB authorized DP Online Course. Online courses are delivered by Pamoja Education and are developed

under the IB's rigorous quality assurance standards, cover the same course content and prepare students for the same assessments as a traditional face-to-face IB Diploma Programme course. Courses in Language Acquisition include:

- Mandarin ab initio
- Spanish ab initio
- Spanish B
- French ab initio

### III. Roles and Responsibilities

#### 1. IBDP Coordinator

The Diploma **Coordinator** has the **following responsibilities**:

- ensure that the ATL skills communication and social skills serve as an underlying principle in language skills
- promote the aims/values stated in the Language Policy of KIS
- promote and ensure that the school community's interpersonal behavior and communication is characterized by respect and honour
- ensure that the teaching in school is always under continuous improvement and that teachers are given the opportunity to actively develop their language skills to improve their teaching
- arrange support and involve the school's counselors and EAL coordinator to make an individual plan for individual students, if it is discovered that the student's English is not proficient enough to manage the expectations of the Diploma Programme
- revisions to the DP section of the Language Policy
- professional development in language proficiency.

#### 2. School-supported self-taught course Supervisor

Currently KIS supports students with an internal supervisor. It is the role of the supervisor to:

- Explain the expectations and mechanics of the course
- meet for 1 double lesson with students each week
- Deliver instruction on principles of IB literary analysis standards
- Explain the expectations of the rubric for each assessment

- Guide the student in meeting deadlines (internal and external)
- Prepare the student for final exams (routines, procedures, expectations)
- Deliver instruction on academic writing for assessment and exams
- Monitor and promote academic honesty, in accordance with the [KIS Academic Honesty Policy](#)
- maintain up to date information in accordance with the [Language A: literature \(school-supported self-taught, first assessment 2021\)](#) guide.

#### IV. EAL Support in the DP

- Students in the DP who need additional support with their English language will receive support from a specialist EAL teacher in the following ways:
  - a. In Class Support

If a student is struggling with their use of English there will be an opportunity for in-class support for a limited time. An EAL teacher (if available) will attend the classes which have been highlighted as a concern. The EAL teacher will assist with the understanding of instructions, extending vocabulary and structuring written work.

- b. One-to One Support Sessions

Students who need extra EAL support will be able to attend one-to-one support sessions with an EAL specialist during their free periods. The number of sessions a student attends will depend on the level of need and degree of progress, which will be evaluated in Grade Level Meetings and subject meetings.

#### V. Receiving a Bilingual Diploma

A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

Students who gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individuals and societies or science subject, completed in a different language, will also receive the bilingual diploma.

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