



**Bishkek
International
School**

Language Policy

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Preface

Policies, Handbooks and Regulations

This policy is one of several policies, procedures and related documents that guide operations at ESCA – Bishkek International School (BIS). The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Inclusive Education Policy
4. Language Policy
5. Academic Honesty Policy
6. Assessment Policy
7. Health & Safety Policy
8. Child Protection Policy
9. Educational Visits Policy
10. Ethics Policy
11. Accounting Policy

Handbooks:

1. Staff Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request.

All policy documents and handbooks are reviewed and revised by the Management Board every year, normally in April/May for approval by the Governing Board in June for the following academic year. All students, parents and staff are invited to send comments and suggest any changes to the Management Board at any time before the end of April each year for consideration for policies/handbooks for the next academic year.

Overall Governance of BIS is guided by the legal Charter of the Public Foundation 'BIS - Bishkek International School' and various internal regulations. These are:

1. Legal Charter of ESCA-Bishkek International School
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

International Baccalaureate

BIS is an International Baccalaureate World School, offering the International Baccalaureate Diploma Programme (DP), and is an official candidate school for the Primary Years Programme (PYP) and the Middle Years Programme (MYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For further information about International Baccalaureate, see www.ibo.org

International Baccalaureate mission statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create 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 challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”

International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

1. **Inquirers:** Develop a natural curiosity that allows them to become lifelong learners.
2. **Knowledgeable:** They explore ideas of importance and dig deep into its meaning creating a balance of their learning.
3. **Thinkers:** They apply thinking skills that allow them to tackle complex problems in creative ways.
4. **Communicators:** They understand and can articulate information in confident, creative ways, including a second language.
5. **Principled:** Students are honest, fair, just and full of integrity. They strive to solve their own problems and to take responsibility for their own actions.
6. **Open-minded:** Students understand and embrace other cultures. They recognize and celebrate their own backgrounds and learn tolerance for others.
7. **Caring:** Students actively care about others and participate in active service.
8. **Risk-Takers:** Students are brave in the face of new challenges. They strive to take on new roles and to defend their own beliefs.
9. **Balanced:** Students understand the need to be emotionally, physically and mentally balanced. They strive for this in themselves and others.
10. **Reflective:** Students reflect on their own learning. They are able to adjust for weaknesses and strengths.

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1 Introduction

The Language Policy follows the International Baccalaureate Organisation “*Guidelines for developing a school language policy*” (IBO, April 2008). The aim of this policy is to provide an overview and guiding principles for teaching and learning languages and to clarify the responsibilities of staff and students. The policy has been developed through a collaborative process and is reviewed and revised annually.

Note that any language requirements at the time of admission to BIS are covered by the Admissions Policy and that any issues related to language during assessments are covered by the Assessment Policy.

2 Approach to Language Learning

2.1 Overview

As language is used throughout education, all teachers are effectively language teachers regardless of their specific subject area. Likewise, all students are language learners as they acquire social skills, values, knowledge, and the ability to think and to learn through the use of language.

BIS supports the development of each student’s mother tongue as part of their cultural identity within our multicultural community, to facilitate cross cultural understanding and broaden the range of languages spoken at school. We are committed to providing as much diversity of language instruction as possible, to broaden students understanding and to provide multiple perspectives.

All learning at BIS, including language learning, is inquiry based and trans-disciplinary. We aim for a consistent approach to teaching and learning languages with standards set by this policy, best practice shared between educators and both the Head of Languages and the Director of Studies providing oversight. Language learning is incorporated throughout the education programme and covers skills in listening,

speaking, reading, and writing.

BIS is committed to equity of access to our main education programme taught in English, including for students who are learning in a language other than their own language. Our English communication aspires to use language which is clear and concise and we provide a comprehensive EAL (English as an Additional Language) programme for English learners.

2.2 English as the main language of instruction

BIS is a multilingual school with English as the current main language of instruction except for the modern language classes, History and Geography of Kyrgyzstan and Host country studies. English as an Additional Language (EAL) support is offered to students.

Students enter BIS with wide variation in their English language skills, from complete fluency for their year level, to no English language at all. As English is the main language of instruction at BIS and additional English language support is given to learners, all graduates from BIS are expected to be completely fluent in English provided they have been with BIS for ten years or more. Students who join BIS for a shorter period will also achieve good English skills because of the support offered to all students who are learning English; however the level achieved will also be related to their time in school, their ability to learn languages, their commitment to learning, and time in the school.

2.3 Host country languages

Kyrgyz and Russian, the national and state languages of the Kyrgyz Republic, are part of the curriculum for students who are Kyrgyz citizens in each grade from Preschool 1 to IB DP 1. Kyrgyz and Russian are also offered for non-native speakers from Preschool 1 to IB DP 1, with varying proficiency levels.

2.4 Mother tongue

Mother tongue is defined as having one parent who is a native speaker of a language and this language is spoken in the home with that parent.

2.5 Learning additional languages

Learning different languages not only broadens the communication options for our students, it also broadens cultural understanding and respect for others since the values of society are reflected in the use of language. Given the broad benefits from learning languages, BIS supports all students to be proficient in at least two languages. Language proficiency when leaving BIS inevitably varies dependent on language skills when entering BIS and individual capacity for language acquisition. Some students will achieve functional proficiency in a second language while others will be highly proficient and knowledgeable in two or more languages.

2.6 Information Resources for Language Learning

Language fluency and information literacy form the basis for lifelong learning as common foundation for all disciplines, all learning environments, and all levels of education. They enable learners to master content, extend investigations, assume control over their own learning, determine which information might be needed, access this information effectively and efficiently, and to evaluate information critically. BIS therefore gives high priority to making information available in all languages of instruction, through constant development of library facilities and helping students and staff to access these resources. As far as possible, these resources are extended to cover all mother tongues in the school so that student can work in their own language to understand concepts.

3 Language Education in Practice

3.1 Individual language profiles

At entry to BIS, parents/guardians provide information on the languages used by their child. This record is updated annually to maintain a language profile for each student. The profile is shared with both the student and their parents/guardians in the second term of each academic year to jointly agree on the profile at the end of the academic year.

3.2 A wide range of ‘mother tongues’

BIS students have a wide range of mother tongues. The most common are English, Kyrgyz, Russian, and Japanese, with many others represented at different levels, including: Mandarin, French, German, Dutch, Spanish, Korean, Indonesian, Urdu, Hindi, Mongolian, Bosnian, Greek, Ukrainian, Danish, Polish, Romanian, and Portuguese.

Teaching for English, Kyrgyz, Russian, and French mother tongue development is available within the school curriculum. For other students, BIS provides support to parents in continuing the language development of their children in their mother tongue and provides advice on language programs available in Bishkek. Well established language teaching is available for children in Bishkek for Japanese, Korean, Mandarin, French, Kyrgyz and Russian.

3.3 Languages of communication

English is the common language used by staff and Governing Board for all collaborations, planning meetings and communications within the school.

Written information to parents/guardians is normally provided in both English and Russian to facilitate communication for those who use either English or Russian as their first language or first foreign language. Russian/English interpretation is normally provided for all open meetings with parents except in cases where no interpretation is required. For individual parent meetings, staff members also provide interpretation Kyrgyz/English, Russian/English, Japanese/English, Mandarin/English, and other options as required, provided staff have the appropriate language skills.

The school website is available in English and Russian.

During class periods, students are encouraged to use the main language of instruction, which is English for all subjects except for language teaching, when use of the language being learnt is encouraged.

During break times and when socialising, students are encouraged to use any language that they wish to use, provided language is used in a way to include, not exclude, other students.

3.4 Legal requirements for language teaching in the Kyrgyz Republic

The *Law of the Kyrgyz Republic on the State (Kyrgyz) Language (2004, amended 2013)*, Chapter 5, Article 18, requires that Kyrgyz language is taught at all levels in all schools (including Preschool) according to regulations set by the Government of the Kyrgyz Republic. The *Law of the Kyrgyz Republic on the Official (Russian) Language (2000, amended 2013)* Article 13, requires that Russian language is taught in schools, according to regulations set by the Government of the Kyrgyz Republic. These requirements apply to all schools regardless of ownership and source of funding.

In accordance with the *‘Regulation on Educational Institutions’ (1997)* Article 35, the language used for education in a school is decided by the Charter of the institution, hence BIS an international school teaches primarily in the English language. Article 27 of this Regulation also requires teaching of both Kyrgyz and Russian and one ‘foreign language’ at Middle & High school level. In the context of BIS, English qualifies as a ‘foreign language’.

The regulation which defines the requirements for teaching Kyrgyz and Russian is the “*Framework Curriculum for Educational Institutions*” (2016). This regulation does not address the needs of international schools but requires that schools with Russian as the main language of instruction provide minimum 3 hours/week of Kyrgyz language teaching for all school students, and that schools with Kyrgyz as the main language of instruction provide 3 hours/week of Russian language teaching for all primary students and 2 hours/week for Middle and High School students. For preschool, the Ministry of Education requires minimum 1 hour/week of Kyrgyz language teaching as part of the Preschool licence requirement, with no defined requirement for Russian. The specific requirements can vary every year but the information given below is based on the most recent ‘*Framework*’

Based on these legal requirements, BIS provides Kyrgyz and Russian language education for students who are Kyrgyz citizens in accordance to the Kyrgyz Republic Ministry of Education requirements, which includes Kyrgyz and Russian language lessons every school day from 16.30 to 17.30 for Primary students as part of the school curriculum.

In addition to the legal requirements for Kyrgyz and Russian, students may also study either Kyrgyz or Russian as their additional language option in the school curriculum, as described below for language learning at BIS.

3.5 Languages of teaching and learning

English is the main language of instruction except for language teaching when the language being taught is the main language used. Preschool and Primary classes have both a Teacher and Co-Teacher with at least one of these teachers fluent in other languages in addition to English. Student guidance is sometimes provided by the Teacher or Co-Teacher in another language to assist English learners in understanding the concepts being explained and to develop their English language skills. Students may also help each other by providing explanation in a common language with another student who has recently joined BIS and has limited English.

Other languages taught in the curriculum at BIS are Kyrgyz, Russian, Mandarin, French, Japanese, German and Spanish, as described below. Assessment is made of the listening, speaking, reading and writing skills of each student at the start of any language course, in order to place the student in the appropriate group and provide appropriate level of teaching. Further assessments are made during and at the end of courses, in line with the Assessment Policy.

Languages in the Curriculum

- 1. Primary school:** All students study Russian for two 45 minute lessons each week and French or Mandarin for two 45 minute lessons, if not taking courses in ‘English as an Additional Language’. All students also have 15 minutes of Kyrgyz language at the start of the day so that they are familiar with the national language. Additional Kyrgyz and Russian lessons are provided for local students at the end of the school day to meet the national curriculum requirements. Students may also choose to take an alternative language option in consultation with the school. We are able to respond to students with other language needs on an individual basis.
- 2. MYP 1-3:** All students may study Russian and/or Kyrgyz for four 45 minute periods each week for each language.. Students are also given the option to choose Mandarin or French or are assigned to ‘English as an Additional Language’ as an additional language option for three 45 minute periods each week. Students may also choose to take an alternative language option in consultation with the school. We are able to respond to students with other language needs on an individual basis.
- 3. IGCSE:** All students must choose at least one language subject in addition to English. Options offered include Russian, French, German and Japanese. Different levels of study are normally available for first language users, second language users and language learners. Students may also

choose to take an alternative language option in consultation with the school. We are able to respond to students with other language needs on an individual basis.

- 4. IB Diploma:** In Subject Group 1, *“Studies in Language and Literature”*, BIS offers *‘English Language and Literature’* and *‘Russian Language and Literature’* at both Standard Level (SL) and Higher Level (HL). Depending on the needs of students in the year group, other languages may also be offered. Self-taught options for a student’s mother-tongue will also be supported where the language is offered under the IB Diploma Programme. In Subject Group 2, *“Language Acquisition”*, BIS offers English, Russian, Spanish, and French. A student can obtain a “bilingual diploma” by taking two Group 1 courses, or by taking a Group 1 language different from the language of instruction, or by taking one of their Group 3-6 courses in a language other than the language taken in Group 1. Kyrgyz language is also provided in the first year of the Diploma programme, enabling local students to complete the local Grade 11 examinations at the end of the first Diploma year.

Languages as part of Extra-Curricular Activity

Languages are sometimes provided as extra-curricular activity lessons, with the selection of languages decided on a term-by-term basis according to demand and teaching capacity. Languages taught in this way in the past include German, Spanish and Korean at different levels.

3.6 Learning English as an Additional Language (EAL)

Many students join Preschool without any English language but as all teaching and play is led in English, students develop their English skills through immersion in the language. Some learn quickly, others more slowly, just as some children speak their mother tongue early and others later. Many of our Co-Teachers in Preschool also speak both Kyrgyz and Russian, so they may also use these languages as appropriate when students are new to the school if required to comfort a student or to ensure student safety.

For the Primary, Middle and High school, all students who enter the school are assessed for their English language skills if they do not have English as a mother tongue (defined as having one parent who is a native speaker of English and English is spoken in the home with that parent). For Preschool and Primary 1, the test used is the ‘Common European Framework of Reference for Languages’. For Primary 2-6, the Online Oxford Young Learners Placement Test and for Middle and High School, the Online Oxford Placement Test for teenagers and adults. Tests provide benchmarks and identify problem areas in order to assist students as learn as quickly as possible. According to the outcome of the assessment, students are placed in EAL classes according their level of language skills. All students are re-assessed at the end of the school year to track their progress.

An individual EAL programme may require a student to miss regular classes and extra-curricular activities in order to take special EAL classes until the student can fully participate in the regular educational programme. For some students, the EAL programme will mean focusing solely on English language (in addition to their mother-tongue) for an initial period which may mean special EAL classes instead of a ‘second-language option’ while following their initial EAL programme.

BIS particularly targets MYP learners to develop their English language skills in preparation for the academically challenging language demanded in IGCSE and IB programs.

BIS allows additional examination time for EAL students in the MYP and in the first year of the IGCSE and IBDP. The time allowed is based on an international standard for supporting EAL students of 15 minutes per hour of examination time, to allow EAL students additional time to:

- use a translating dictionary
- develop the technical language specific to different subjects
- develop their skills in processing from mother tongue to English

3.7 Language resources and staff training

The BIS Library is a work in progress with the aim to promote and facilitate information literacy across all curricula for all students and staff. The library has access to databases of professional material, scholarly articles, newspapers and magazines in various languages, in addition to the hard copy catalogue available in the library.

The Librarian organizes workshops at least once a term for all students and staff (differentiated by level in the school) to introduce the resources available, appropriate methods to use the information resources and research skills. A weekly designated 'drop-in' session is available to provide updates on library resources and to answer any questions from students and staff. Special information sessions may also be requested by teaching staff.

All teaching staff takes part in a working session around the Language Policy during preparation for the Academic Year. As all teachers are effectively language teachers, on-going training focused on integrated language instruction is provided to teaching staff throughout the year. The Head of Languages and the Director of Studies ensure that staff receives on-going professional development opportunities and monitors that strategies are successfully implemented.

4 Responsibilities for Language Education and Learning

4.1 Director of Studies Responsibilities

The Director of Studies is responsible for:

- Annual review and revision of the Language Policy every April/May (in partnership with other educators) to improve language teaching and learning in BIS in the next academic year.
- Ensuring that the Language Policy is consistent with other BIS policies.

4.2 Head of Languages Responsibilities

The Head of Languages is responsible for:

- Oversight of all language learning and ensuring compliance with the Language Policy.
- Monitoring the effectiveness of differentiation strategies for learners with specific language learning needs.
- Contributing to the annual review and revision of this policy.

4.3 IB Diploma Coordinator Responsibilities

The IB Diploma Coordinator is responsible for the application of the Language Policy in relation to the Diploma Programme, including:

- Cultivating a culture that leads to effective language learning.
- Assisting students in selection of Group 1 and Group 2 courses.
- Maintaining the Language Profile for each student in the Diploma Programme
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- Contributing to the annual review and revision of this policy.

4.4 All BIS teaching staff Responsibilities

All BIS teaching staff are responsible for:

- Understanding and implementing this policy.
- Collaborating effectively with other teachers by sharing ideas and effective practice.
- Contributing to the annual review and revision of this policy.

4.5 Student Responsibilities

All students are responsible for their own language learning by:

- Always striving to achieve the characteristics of the IB Learner Profile given in the Preface to this document.
- Developing study skills and time management skills to maximize potential for their success.
- Being proactive in seeking help, monitoring their own progress and reflecting on the strengths and weaknesses revealed through class assignments and assessments.

4.6 Parents/Guardians Responsibilities

Parents and guardians are responsible to support students in language learning by:

- Encouraging continued development of mother-tongue languages by using them in home and social environments.
- Encouraging the acquisition of new languages and providing opportunity for their children to practice acquired languages.

Parents also often contribute more widely to language learning by their voluntary involvement as mother-tongue teachers, providing resources for mother-tongue programmes, and providing support to the EAL programmes.