

European Azerbaijan School



Language Policy

Revised by the Staff, the Director and the IB Coordinator 16/10/19

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MISSION, PURPOSE, BELIEFS

A. MISSION

The EAS mission statement is the foundation for our language policy. As language forms the basis for all learning this policy is critical for helping the school to achieve its mission. The language policy aspires to fulfill each aspect of the mission statement as follows:

The European Azerbaijan School provides each student with a diverse and vibrant education in a compassionate and supportive environment which promotes respect, innovation, creativity, intercultural understanding and critical thinking. This enables students to become reflective and respectful international citizens who, as empowered lifelong learners, can flourish globally and contribute fully and meaningfully to their community and create a more peaceful and inclusive society.

..diverse education

The EAS educational model with its bi-lingual structure, IB programmes and extensive language and learning support provides a rich educational background

..flourish globally

Our Azerbaijani students will be prepared to succeed in a world in which English is one of the major languages. In this respect the IB Diploma programme opens the door to a variety of university and career options. A rich language environment such as EAS has been seen to foster greater international understanding.

..contribute meaningfully to their community

The EAS model of education with its bi-lingual quality and its support for Azerbaijan language and culture throughout the curriculum will enable students to be leaders in the evolution and progress of Azerbaijani and a global culture and society. The EAS language policy and model of education is reproducible and sustainable and can impact our vision of being an important voice in the dialogue about educational change in Azerbaijan.

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B. PURPOSE OF THE LANGUAGE POLICY

The language policy outlines our school's linguistic and academic goals. The EAS Language policy is designed to help our students in their learning journey, and our teachers in their planning for teaching and learning. The document provides an overview and guiding principles for language learning that permeates the entire school curriculum. Our policy is a statement of agreement, to which the entire EAS community is expected to commit to achieving our mission.

C. BELIEFS AND AIMS

As a bilingual institution, the European Azerbaijan School aims to foster in students the ability to think and express themselves with precision, clarity, confidence and imagination in both Azerbaijani and English.

We believe that students most effectively use language as a vehicle for inquiry, self-expression and communication in a range of authentic situations and for a variety of purposes beginning at an early age. We believe that proficiency in the mother tongue is essential for acquiring and developing other languages as well as maintaining cultural identity and emotional stability. It is essential that the language skills of students in Azerbaijani are highly developed and provided for in our programmes. English is also important for all students where learning takes place to meet the requirements of the IB programmes.

We feel that the rich language environment of EAS will enhance our students' personal growth and will help to facilitate international mindedness and their participation in a wider international community. Given our beliefs, it is necessary that all teachers at every level in the school see themselves not just as subject or grade level teachers but as language teachers who assist students with building language skills and therefore academic abilities.

It is also necessary that we address the particular challenges of our Azerbaijani students who are learning and communicating at school in multiple languages by providing an integrated, well-implemented English as an Additional Language (EAL) programme up to the IB Diploma Programme level as well as support for students with deficits in their multi-language learning.

We should be continually developing our learning resources so that they support the diverse language and cultural backgrounds and needs of our students. Finally, it is important that our admissions policy reflects the need for an increasing level of fluency in English for new students seeking entrance to our school.

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THE LANGUAGE PROFILE OF EAS STUDENTS

At the present time, The European Azerbaijan School serves the needs of students who are citizens of Azerbaijan but the school welcomes students of other nationalities. Some students come from a diverse linguistic background depending on the family's particular circumstances. This impacts the language that children use at home but the majority of students speak Azerbaijani at home and some are also conversant in other languages. Students, depending on family background and employment history, enter school with some knowledge of English.

LANGUAGE LEARNING SUPPORT AND ADMISSIONS

English language learning is supported at all levels and in every subject taught in English, with an emphasis on English fluency. We aim to provide a high level of English proficiency to meet the requirements of the IB programmes but also as an essential skill to be able to communicate ideas, emotions and feelings. Our admissions requirements help to guarantee that the language abilities of students admitted are sufficient and supported as they learn through the IB programmes to successfully access the curriculum. For requirements related to admissions at primary and secondary please refer to the EAS Admissions Policy.

We monitor the language development of our students, to make sure that our strategies are producing the desired results. Where necessary, professional development is provided to teachers and a close collaboration is maintained between EAL support teachers, special needs teachers, the classroom teachers and the subject teachers.

Mother-Tongue:

The language the student uses at home and/or outside of the classroom/school environment. This term encompasses other terms including: first language, home language, preferred language, native language, heritage language, and sometimes best language. This term also includes sign language. This could also include multiple languages since many second-language students are using more than two languages outside of the classroom.

Mother Tongue support:

EAS offers school programmes for all students to support them in their mother tongue language

The EAL department offers school programmes to develop the language of instruction

The Language departments offer additional time during and after school to support the students in their mother tongue

The social event coordinator develops events to support the mother tongue languages.

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Co-teachers teaming with content teachers to provide additional support for language learners

Technology assistance such as voice recordings, digital editing of drafts and other language learning applications which apply the 21st century learner

Many teachers offer additional supports as needed

LANGUAGE PROGRAMME OVERVIEW IB PYP

ELC- Grade 4

English

The ELC programme operate on an immersion language model. Students are taught by bi-lingual teachers or by native English speakers with teaching time split between Azerbaijani, English and Russian as necessary. PYP Units of inquiry are delivered in English and Azerbaijani.

In grades 1- 4 the PYP Units of Inquiry are taught by the homeroom teacher. Students in need of EAL support will be helped either with in-class assistance or will be withdrawn to participate in intensive English classes.

Azerbaijani

Students receive additional Azerbaijani language classes adding up to a total of 10 hours per week.

Russian

Russian language is taught from grade 1 to grade 4

1 hour per week for grade 1

3 hours a week per grade 2

4 hours a week per grade 3 and 4

IB MYP

Grade 5 to 9

English

In Secondary School, language is divided into studies in language and literature (Language A) and language acquisition courses (Language B). A student is required to take at least two languages. These courses are offered according to the student's level in the language of instruction, English, the host country language, Azerbaijani, and Russian as an additional language. Language

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acquisition courses are also offered in German and Spanish; in special circumstances students may have the option of following a different language acquisition course in the Diploma Programme.

Azerbaijani

Students from grade 5 to 7 receive 6 hours of instruction per week in Azerbaijani. In grade 8 and 9 Azerbaijani language is reduced from 6 to 4 hours per week.

Russian, German, Spanish

In grade 8 and 9 students will choose one of the language options such as Russian, German or Spanish which is taught 4 hours a week.

IBDP Programme

Grade 10 and 11

English

Students will have the opportunity to take either English as Language A or as Language B at the higher or standard level. Instruction in all other subjects are in English except for the Azerbaijani language and any special requirements stipulated by the Ministry of Education. The English language B classes are scheduled against the English language A classes. Depending on students' ability, age and rate of language acquisition, the EAL department strives to transition students to English language A whenever appropriate. Students may transition from English language B to English language A classes as determined by a review of their progress.

Azerbaijani

All local students will take Azerbaijani as their Language A at the higher or standard level. Special requirements mandated by the Ministry of Education will also be taught in Azerbaijani.

Additional Languages

Russian German and Spanish are taught at the IBDP level depending on demand and a student's language ability. DP students are encouraged to take "Language A self-taught" to preserve and cultivate their mother tongue and culture.