

European Azerbaijan School



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Language Policy

MISSION, PURPOSE, BELIEFS

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 IB programmes and opportunities to learn a variety of different languages to provide a rich educational background.

..flourish globally

Our students will be prepared to succeed in a world in which multilingualism is an asset. In this respect the IB Diploma programme opens the door to a variety of university and career options across the globe.. 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 support for Azerbaijan language and culture throughout the curriculum will enable students to be leaders in the evolution and progress of Azerbaijan and a global culture and society. The EAS language policy and model of education is sustainable and an example of the impact of our vision in the dialogue about educational change in Azerbaijan.

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.

BELIEFS AND AIMS

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The European Azerbaijan School aims to foster in students the ability to think and express themselves with precision, clarity, confidence and imagination in a variety of languages.

This is also aligned to the EAS Global Citizenship definition:

Global Citizenship

EAS enables holistic learning to take place in and out of the classroom, promotes respect, creativity, intercultural understanding, **also through language learning**, to nurture global citizens, lifelong learners who will find innovative solutions for global and local communities.

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. Thus it is essential that the language skills of Azerbaijani speakers are highly developed and provided for in our programmes. English is also important for all students, as it is the medium of instruction for the majority of our lessons.

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 also 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 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 continually develop 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.

THE LANGUAGE PROFILE OF EAS STUDENTS

At the present time, The European Azerbaijan School serves the needs of students who are citizens of Azerbaijan and multiple additional countries. 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, where they have lived and motivation, enter school with different levels of English proficiency.

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

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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. We utilize a variety of technological platforms and applications to support the learning of students and to keep levels of engagement high. Where necessary, professional development is provided to teachers and close collaboration is maintained between the EAL support teachers, the classroom teachers and the subject teachers.

Mother-Tongue:

Mother Tongue as a 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.

At EAS we value the mother tongue languages of our students through various events and also through specific courses within the IB Diploma if relevant. Teachers may offer additional support as needed through their own mother tongues.

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

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3 hours a week per grade 2

4 hours a week per grade 3 and 4

Language Provision in Secondary at EAS

Azerbaijani Ministry of Education Requirements

In addition to the provision below, please note that any special requirements mandated by the Azerbaijani Ministry of Education are taught. These classes take place in both MYP and DP/CP as required. The majority of these classes are taught in Azerbaijani, however we also make provision for non-Azerbaijani speakers to cover required content.

Furthermore, we are offering Russian, German, and French for Attestat, expanding the language options available to our students.

IB Middle Years Programme (MYP)

Grade 5 to 9

In MYP, language is divided into studies in Language and Literature (more suitable for proficient language learners) and Language Acquisition courses.

Students have diagnostic tests and various summative assessments that provide teachers with data to understand the progress and level of their language throughout the year. According to this data the relevant language department allocates the students in either Language and Literature or Language Acquisition courses.

Language and Literature

These courses are offered in English and Azerbaijani and incorporate using the language in context and developing skills of literary analysis. Students are given the opportunity to develop a wide range of language skills through a variety of modes.

Students who are studying a language in the Language and Literature course are required to have taken a diagnostic test to ensure the suitability of the course for the individual student. It is possible that a student may be studying both English and Azerbaijani through a Language and Literature course.

Language Acquisition

These courses focus on the development of the four language skills: reading, writing, speaking and listening. Students are exposed to the language through a variety of contexts and encouraged to develop their vocabulary as well as their understanding of grammar. In addition, these courses value the cultural context of the language, including different regional accents and idioms, and thus students expand their intercultural understanding.

All students are required to study both English and Azerbaijani either as a Language and

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Literature course or as a Language Acquisition course.

EAS offers a wide range of additional Language Acquisition courses including; Russian, German, Spanish, French, Italian and Chinese. These are offered subject to student and parental demand and choice.

English as an Additional Language - In class support

English as an Additional Language (EAL) is provided to students who have a phase one /two language level that is equivalent to beginners or pre-intermediate.

The language support is given by allocating EAL teachers who provide in class assistance to the students who have been diagnosed with a level of English that would not allow them to access the subject content successfully.

The EAL teachers collaborate with the subject teachers to identify the language needs and strategies to implement in class.

Students may also take an additional EAL support class instead of another language acquisition class. This is in negotiation with families and language teachers.

English as an Additional Language - After school language classes

After school classes are provided to students who have a phase one/two language level that is equivalent to beginners or pre- intermediate.

These classes focus on building the language skills that would enable the students to access the curriculum and communicate their ideas effectively in a written and spoken format and understand instructions and subject content, as English is the main language of instruction at EAS.

IB Diploma Programme (DP) and IB Career-related Programme (CP)

All students are required to study English as part of their IB DP package.

Language A Language and Literature

Language A Language and Literature courses are intended for proficient speakers and can be taken at both Higher Level (HL) and Standard Level (SL). The content of these courses focuses on literary analysis, comparative studies, and exploring different text types through both written and oral language usage.

Language A courses are offered in English and Azerbaijani. Russian is offered subject to student and parental demand and choice.

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Language A School Supported Self Study

In the case of a student being proficient in a language not offered at EAS, they may take the Language A School Supported Self Study. This is only available at SL level and requires the support of an additional external tutor as well as an internal supervisor. Students are required to take responsibility for their own learning and therefore it is important that these courses are approved by the DP Coordinator/Secondary Principal. In the past students have studied Chinese, Hungarian, Turkish and Russian.

Language B

Language B courses are offered at both HL and SL level and are designed for students who have prior knowledge of the language. The course focuses on the development of the four language skills: reading, writing, speaking and listening. Students are exposed to the language through a variety of contexts and encouraged to develop their vocabulary as well as their understanding of grammar. In addition, these courses value the cultural context of the language, including different regional accents and idioms, and thus students expand their intercultural understanding.

English is always offered as a Language B course. Other Language B courses are offered subject to student and parental demand and choice. These have included Russian and German in the past.

Language B Ab Initio

These courses are designed for students who have little prior exposure to the language and are only available at SL. In the past students have taken Spanish Ab Initio. Notably, in previous instances, students have opted for languages such as Spanish, Russian, and German for their Ab Initio studies, showcasing the diverse range of languages available for exploration.