

TAMOS Education language development policy focuses on the development of Kazakh, Russian and English. Kazakh is the official state language, the learning of which is the duty of every member of the school community; Russian is a language of interethnic communication; and English is developed within the school as it is necessary for integration into the global community.

TAMOS Education implements and follows the presidential decree of 2011, stipulating that Kazakh educational spheres should implement a trilingual policy (Ministry of Justice of the Republic of Kazakhstan, 2011). TAMOS Education works with the national policy and the teaching medium of the school is Kazakh, Russian and English. Our language policy establishes a vital part of the academic process in the school.

TAMOS Education believes that all three of these languages; Kazakh, Russian and English, are vital to the future of Kazakhstan. Fluency in these languages is a central aim and objective of the school. High-level language abilities are needed if the Kazakh people are to succeed in higher education, on the world stage and as

### **AIMS AND OBJECTIVES**

This policy shows how we have implemented and developed our trilingual model and how other languages that are and will be offered to the students in our school contribute towards high-quality learning which corresponds to international standards shown by Cambridge International curriculums and standards.

### **GENERAL PROVISIONS**

TAMOS Educations Language Policies are the mutual properties of the school and are part of the collaborative development of the whole school including the senior management team, teachers, students and stakeholders. This policy is subject to the yearly policy review by the director and senior management team.

### **STANDARDS**

The guiding standards of TAMOS Education Language policy includes:

- The sharing of the best international and Kazakh teaching practice in the area of learning languages;
- The ideas of additive-multilingualism (the positive influence of studying more than one language on the student's general level of literacy);
- Full support for all student's native language.

### **Language policy integration**

- Incorporation of non-native languages outside the classroom, particularly in extracurricular activities, such as drama club, choir, sports lessons, and the book club;
- International Native Language teachers will provide help to students with different language skills;
- Delivery of appropriate information resources in all three languages with stress on the use of authentic texts instead of ESL materials in language learning and resourcing of the school resource centre;
- Provision school policy and documentation into the three languages;
- Encouragement of school overseas travel trips and study opportunities for all students and teachers to participate in debates, conferences, contests, seminars to listen to, absorb, learn and practice English;
- Native Language speaking teachers and those teachers who hold language proficiency certificates with high results will provide professional development for teachers in Russian, Kazakh or English. Non-Native teachers will have provision for studying Russian or Kazakh in the school;



- Extra support for Kazakh native languages will be organized for students of non-Kazakh nationalities. We will provide for individual student needs by having the students participate in Native Kazakh courses;
- Students with differing language needs will be identified in the beginning of the year and the language coordinator will work with them to create a plan to support their individual needs.

### **The roles of teachers, parents, staff and stakeholders**

It is the school's obligation to support staff in their language learning and to make allowances for staff who are at an early stage in their language learning development. All staff in the school community including the senior management team, teachers, students, admin, support staff and parents are expected to support the implementation and development of the Language Policy throughout every level of school life. All situations in the school are an opportunity for language learning, all teachers have the opportunity to be language teachers, and in our school environment, all teachers are language learners as well. Therefore:

- All students and teachers should make measurable progress and be aware of using the official school languages throughout the school year;
- The school supports staff in language learning and will make allowances for members of the school community in the early stages of their language learning process;
- All teachers should be aware that they have the opportunity to be language teachers in all situations in the school. Local teachers are encouraging to obtain IELTS and KazTEST certificates;
- All teachers should pay attention to language within their subjects through notices, signs, glossaries, trilingual term lists, etc.;
- Parents should fully support the implementation of the language policy our school, as well as support the desire of our students to master the three languages;
- School documents whenever possible should be available in any of the three languages on request.

Students who enter the school after kindergarten and later in the term than the rest of the school and have low English abilities will be taken out of their regular English classes and be given one-on-one instruction. Also, remedial English can be offered to anyone whom the teacher may believe will benefit from extra instruction

It is important that the home language of multi-lingual learners is valued and seen as an asset to learning. Staff are aware and sensitive to the needs of children for whom English is an additional language; working with parents we use home language where appropriate. Teachers should also use labels, posters, photographs and books that are already in the cultural setting.

**Implemented: March 2019**

**Выполнено: март 2019 г.**

**Орындалды: 2019 жылдың наурыз айы**

**To be reviewed: March 2020**

**Подлежит рассмотрению: март 2020**

**Қайта қарау: 2020 жылдың наурыз айы**



General Director



Lydia Shapovalova

School governor and Cambridge Director



Paul Collier-Woods

