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LYCEUM

"Shirakatsy Lyceum" International Scientific-Educational Complex

PRIMARY SCHOOL LANGUAGE POLICY

ROUND SQUARE

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WE ARE A CIS INTERNATIONALLY ACCREDITED SCHOOL

This document defines the philosophy, key approaches, and agreements regarding language teaching and learning at the school.

1. Language Teaching Philosophy

1.1. Language learning promotes tolerance and respect for cultural diversity among learners through communication in a multilingual environment.
1.2. Language is viewed as a tool for thinking and understanding, enabling both written and oral self-expression, as well as effective communication and collaboration with adults, peers, and younger learners.
1.3. The teaching process simultaneously includes:

- **Teaching language:** learners use language in everyday life for listening and communication.
- **Teaching about language:** learners understand how language works and develops.
- **Teaching through language:** learners use language as a tool for thinking, listening to information, discussing, and analyzing (Halliday, 1980).

1.4. Every teacher is a language teacher and responsible for developing learners' language skills and attitudes toward language.
1.5. Language learning helps teachers better understand each learner's needs and improve teaching quality.
1.6. Language learning is a lifelong process.

2. Key Agreements on Language Teaching

2.1. Language learning in primary school is conducted within transdisciplinary themes, as well as beyond them, allowing consideration of learners' progress and ensuring continuity.
2.2. Foreign language curricula and materials are developed with a unified approach, considering the connections between languages.
2.3. The school develops language teaching content by integrating the requirements of the Armenian State Standards, national language curricula, and the IB PYP *Language Scope and Sequence* document, taking into account vertical and horizontal curriculum planning principles.
2.4. Language planning is a collaborative process involving teachers, learners, and parents.
2.5. Language curriculum planning includes:

- Setting expectations, particularly regarding connections between kindergarten, primary, and middle school.
- Defining goals and objectives based on Armenian State Standards, curricula, and IB PYP requirements, tailored to learners' individual needs.
- Ensuring interdisciplinary connections and concept-based learning approaches.
- Clarifying assessment criteria, focusing more on learners' achievements than shortcomings.

2.6. Language learning also includes independent learning planning, which involves:

- Awareness of current knowledge level.
- Setting personal goals independently.
- Selecting learning materials.
- Self-assessment.
- Self-development of language skills.

2.7. Language learning is carried out using a differentiated approach, considering learners' individual needs and learning styles.
2.8. Equal conditions are created for all learners to study languages.
2.9. Language teaching employs diverse practical methods and strategies (differentiated reading, listening to and creating recordings, creating charts and tables, etc.) through individual and group work, using various sources and ICT tools.
2.10. Within the context of learners' self-awareness and individual needs, teachers outline learners' language proficiency profiles to foster language development based on their interests and strengths.
2.11. Learners receive written and oral feedback from teachers and peers on their language activities, achievements, and work.
2.12. Learners' language skills and proficiency development are assessed according to the requirements of the *Assessment Policy* (descriptors, portfolios, etc.).

Thus, language learning:

- Relies on an transdisciplinary approach.
- Is integrated into the programme of inquiry.
- Develops listening, speaking, writing, reading, and digital literacy skills.
- Creates connections among listening, speaking, writing, and reading skills.
- Provides opportunities for learning additional languages.

3. Mother Tongue Instruction

3.1. The language of instruction is Armenian. A strong knowledge of the mother tongue supports the successful acquisition of other languages, understanding their lexical and structural similarities and differences, and allows communication skills gained in the mother tongue to be applied in learning other languages.

4. Supporting Mother Tongue

4.1. For children whose mother tongue is not Armenian, the school takes responsibility to support their mother tongue development through individual or group work.
4.2. The school may collaborate with embassies, educational institutions, independent specialists, and families in Armenia to provide native language instruction to foreign learners.
4.3. Individual Armenian language programs are developed for foreign learners.
4.4. The school ensures that the library is regularly enriched with books, films, and recordings in different languages to give foreign learners access to their mother tongue and national culture.

5. Teaching Other Languages

5.1. The school offers two foreign languages in the curriculum: Russian and a second language chosen by parents from English, French, or German. French and German are also offered as clubs.
5.2. Additional languages may be taught upon parents' and learners' requests as supplementary lessons.
5.3. Foreign language teachers collaborate with senior educators and other teaching staff for joint planning and analysis.
5.4. Language teachers support learners' language development, encourage the formation of IB learner attributes, and work on developing PYP key elements.
5.5. All taught languages are integrated into transdisciplinary themes, providing learners with broad opportunities to access literature in these languages.

6. Special Needs or Support

6.1. The speech therapist conducts research with all learners to identify issues in oral and written language.
6.2. With parental consent and teacher expertise, individual work with the speech therapist is planned until issues are resolved.
6.3. During speech therapy sessions, learners' written work is assessed collaboratively with the speech therapist if necessary.
6.4. Throughout the process, the speech therapist works closely with the lead educator, psychologist, and all teaching staff.
6.5. Detailed information on the organization of the speech therapy service can be found here: Speech Therapy Service Organization Guidelines.

7. Role of the Library

7.1. The librarian collaborates closely with teachers, learners, and educational leadership to provide materials necessary for language development.
7.2. The library contains printed and electronic books, CDs, posters, and recordings in various languages.
7.3. Resources are available to teachers, learners, and parents.
7.4. A schedule is established for all age groups to visit the library, exchange books, and discuss read books and films.

8. Organizational Work

8.1. The *Language Teaching Policy* document is published on the school website and accessible to the entire community.
8.2. The school principal, IB PYP coordinator, and teachers are responsible for implementing the language policy.
8.3. The *Language Teaching Policy* is reviewed every two years and additionally as needed by the school community.
8.4. The last review of the *Language Teaching Policy* was in June 2025.

9.Review Log

The Language Policy is a dynamic document that is reviewed as needed to ensure alignment with IB requirements, evolving educational practices, and the needs of the

Shirakatsy Lyceum community. The review process involves collaboration with pedagogical leadership, programme coordinators, teachers, students, and parents.

Version	Date of Approval	Reviewed by	Key Changes / Notes
v1.0	June 2014	Primary School Pedagogical Leadership	Initial draft of the Language Policy created.
v2.0	June 2016	Primary School Pedagogical Leadership, PYP Coordinator, Primary Teachers, Selected Parent Group	Suggestions from the parent community included.
v3.0	June 2020	Primary School Pedagogical Leadership, PYP Coordinator, Primary Teachers	Updated with revised speech therapy procedures and information on language clubs.
v4.0	September 2022	Primary School Pedagogical Leadership, PYP Coordinator, Primary Teachers	Revised to align with new IB Standards, IB PSP 2020 and State Standard of General Education of the Republic of Armenia, 2021
v5.0	June 2025	Primary School Pedagogical Leadership, PYP Coordinator, Primary Teachers	Reviewed with a focus on coherence with other policies.

References

- Guidelines for Developing a School Language Policy, IBO, 2006.
- Learning in a Language Other than Mother Tongue in IB Programmes.
- PYP Language Scope and Sequence, IBO, Feb. 2009.
- PYP Coordinator Handbook 07/08, IBO, 2011-12.
- From Principles to Practice, IBO, 2018.
- Law of the Republic of Armenia on Language, 2011.
- State Standard of General Education, 2011.
- State Standard of General Education, 2022.
- Armenian Language and Literature Standards and Curricula, 2011.
- The Common European Framework of Reference for Languages, Council of Europe, http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Sources of Support note

The review committee acknowledges the use of AI-assisted tools (e.g., ChatGPT by OpenAI) during the review process, specifically to support language refinement and clarity. All substantive content and decisions were determined by the school's policy team.