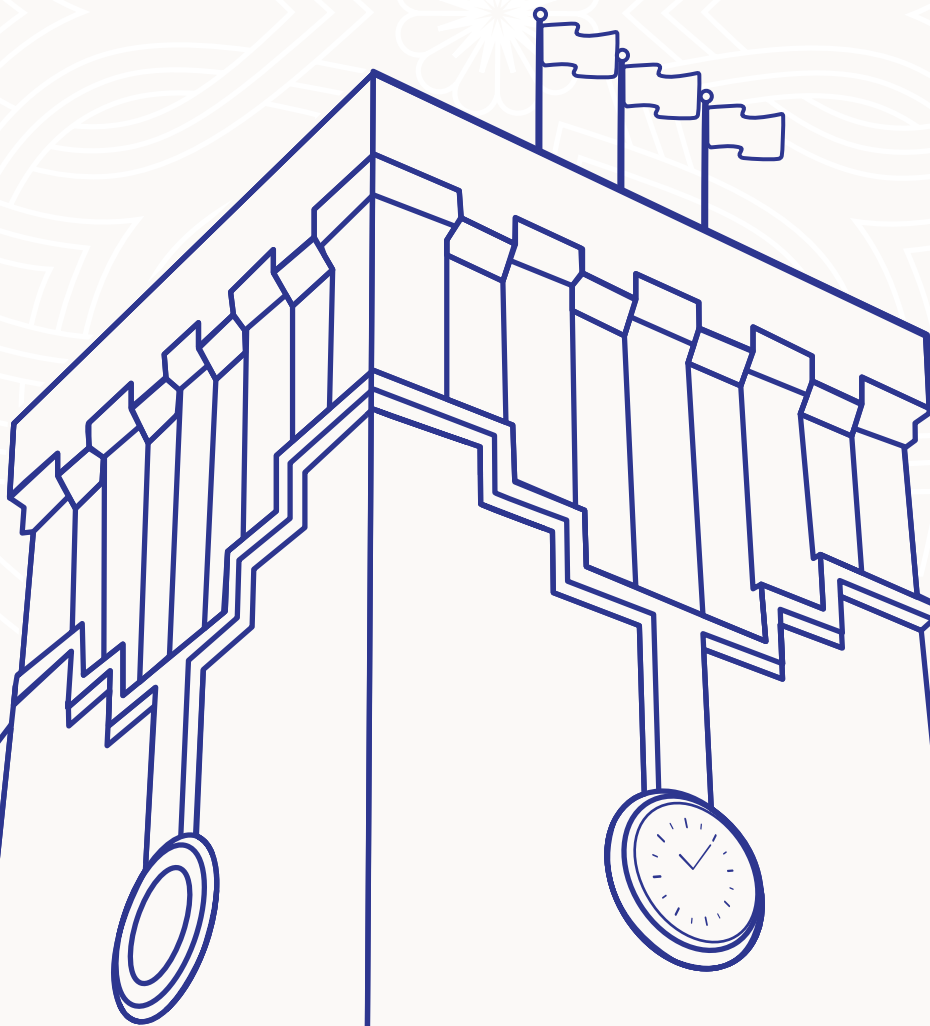


# "Shirakatsy Lyceum" International Scientific- Educational Complex





**“Shirakatsy Lyceum”**  
**International Scientific-Educational Complex**

**"SHIRAKATSY LYCEUM" INTERNATIONAL SCIENTIFIC-EDUCATIONAL  
COMPLEX**

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**LANGUAGE POLICY**

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**2025-2026 ACADEMIC YEAR**



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## 1. Language teaching philosophy

Learning native and foreign languages is essential for all members of the Lyceum community, as it prepares students to communicate freely in a multilingual environment, fosters respect and tolerance towards people of other cultures, and encourages meaningful cooperation across diverse contexts.

We recognize that language is central to identity and cultural belonging, and every student has the right to maintain and develop their home language while acquiring new languages for academic and intercultural growth. Multilingualism is valued as a fact, a right, and a resource that enhances cognitive development, deepens academic learning, and strengthens global citizenship.

In line with the IB mission and learner profile, language learning at the Lyceum nurtures international-mindedness and equips students to become communicators who express themselves confidently in more than one language, and open-minded learners who respect diverse perspectives.

Because language underpins all learning, each teacher at the Lyceum carries responsibility as a language teacher. Each teacher holds responsibility for fostering a positive attitude towards languages and embedding academic literacy practices within their subject area to ensure equity of access for all learners, including those who are learning in a language other than their home language.

Language learning at the Lyceum extends beyond the classroom, preparing students for lifelong learning, responsible citizenship, and intercultural dialogue.

## 2. Aims & Objectives of Language Teaching

At Shirakatsy Lyceum, language teaching aims to equip students with the skills, knowledge, and dispositions to thrive in a multilingual world. Language learning fosters not only practical communication but also cognitive growth, intercultural understanding, and identity formation. In alignment with the IB mission and learner profile, the Lyceum seeks to ensure that all learners—regardless of their linguistic background—have equitable access to academic success and opportunities for personal growth.

The objectives of language teaching are organized into five interconnected dimensions:

- 2.1. **Teaching Practical Language (Learning Language):** Learners use language in daily life and academic contexts for listening, understanding, and expressing ideas clearly. They practice effective oral and written communication, express emotions respectfully, and engage in intercultural dialogue. Practical language development also includes the use of digital and media literacies, enabling students to communicate in multimodal and global contexts.
- 2.2. **Teaching About the Language (Learning About Language):** Students analyze and deepen their understanding of linguistic systems, grammar, vocabulary, and stylistic features. They research and compare genres across different languages, developing critical language awareness by examining how language shapes meaning, influences perspectives, and conveys culture. By learning about language, students become reflective learners who understand both the technical and social dimensions of communication.
- 2.3. **Teaching Through the Language (Learning Through Language):** Learners use language as a cognitive and academic tool to construct knowledge across disciplines. Through inquiry, they collect and analyze data, discuss findings, and

produce subject-specific reports. They learn to navigate the discourses of different disciplines (scientific, mathematical, literary, historical) and to present their results confidently to diverse audiences. For students working in a language other than their home language, scaffolding and differentiated support ensure equitable access to learning.

- 2.4. **Teaching With and For Identity:** Learners affirm their identities through their home and additional languages, recognizing multilingualism as a resource. They are encouraged to value their personal languages while learning to respect the languages and cultures of others.
- 2.5. **Teaching for Lifelong Learning:** Learners develop the confidence and skills to continue learning languages beyond the classroom, enabling them to participate actively in global and local communities, professional contexts, and intercultural exchanges.

### 3. Guiding Principles for Language Choice and Curriculum Offerings

#### 3.1. *Primary Years Programme (PYP)*

- 3.1.1. The primary language of instruction in the PYP is Armenian, which builds a strong foundation in literacy, communication, and cultural identity.
- 3.1.2. In addition to Armenian, students are progressively introduced to Russian and English from the early years, in alignment with the IB's principle of promoting multilingualism.
- 3.1.3. Language learning in the PYP is transdisciplinary and inquiry-based. Language is taught not only as a subject, but also through the programme

of inquiry, ensuring that listening, speaking, reading, and writing are developed across all subject areas.

- 3.1.4. Special support is provided for students who enter the PYP with limited or no knowledge of Armenian. Differentiated instruction and scaffolding strategies ensure inclusion, while affirming and valuing students' home languages.
- 3.1.5. The PYP emphasizes the development of multiliteracies. Learners engage with stories, songs, games, and digital tools in multiple languages, helping them build confidence and intercultural awareness from an early age.

### **3.2. *Middle Year Programme (MYP) and High school Authorial Programme (AP)***

- 3.2.1. The official language of instruction in the Middle and High Schools (Authorial Programme) is Armenian, in accordance with the laws of the Republic of Armenia. All subjects are taught in Armenian, and the study of Armenian language and literature from Grades 5–12 is compulsory to ensure linguistic proficiency and cultural continuity.
- 3.2.2. In addition to Armenian, as a state requirement all students study Russian as a compulsory foreign language . They also choose one additional foreign language based on personal interest and academic goals. The Lyceum offers French, German, Spanish, or Russian ab initio for beginners. From Grade 10 onwards, students in the humanities streams may also take a third foreign language, further promoting multilingualism and international-mindedness.
- 3.2.3. To support students who do not yet master Armenian, the Lyceum organizes individual or small-group accelerated programmes. These focus

on scaffolding academic and social language, ensuring that students can equally access the curriculum while maintaining their home languages.

- 3.2.4. **Foreign** languages teaching is differentiated and in MYP is carried out in **phases (leveled groups)**. At the beginning of each academic year, students take a diagnostic placement assessment, and are grouped according to proficiency levels. Students are given opportunities to progress between phases based on achievement and demonstrated growth.
- 3.2.5. Special lessons in students' home or communication languages may be arranged to promote inclusion and ensure smooth integration into the school community, affirming the value of multilingualism as a right and a resource.
- 3.2.6. In High School, the Lyceum also offers preparation courses for international examinations (TOEFL, IELTS upon student request). These courses support students' access to global higher education opportunities and strengthen their lifelong learning pathways.

### **3.3. *Diploma Programme (DP)***

- 3.3.1. The primary language of instruction in the Diploma Programme (DP) is English, ensuring access to the full IB curriculum and international resources.
- 3.3.2. In accordance with IB subject group structure, languages in the Diploma Programme are categorized as follows:
  - 3.3.2.1. Group 1: Studies in Language and Literature (Language A: Literature).  
Offered in Armenian, Russian, English, and French, these courses

deliver the IB's policy of mother-tongue entitlement, allowing students to study literature in their strongest or native language. Students may also choose to study two different Language A courses to fulfill both the Group 1 and Group 2 requirements.

3.3.2.2. Group 2: Language Acquisition.

Designed for students with previous experience of the target language, these courses are offered in English, Russian, Spanish, German, and French.

3.3.2.3. Group 2: Language Acquisition (ab initio).

For students with little or no prior experience, ab initio courses are available in Spanish, French, and German.

- 3.3.3. Each DP student must select at least one Language A (Group 1) and one Language B/ab initio (Group 2). Alternatively, students may fulfill this requirement by choosing two different Language A: Literature courses, thereby meeting both the Group 1 and Group 2 expectations through literature study.
- 3.3.4. The school provides the Self-Taught Language A (SSST) option, enabling students to study literature independently in their native language if it is not formally offered at the Lyceum. Each SSST student is assigned a qualified supervisor who ensures adherence to IB standards and provides academic guidance.
- 3.3.5. In line with national requirements, citizens of the Republic of Armenia must study Armenian and sit the compulsory state examination in Grade 12 (January/June session).
- 3.3.6. For students who are not citizens of Armenia, the Lyceum offers an Armenology course. This enrichment programme introduces Armenian

language, literature, history, and culture, giving international students an opportunity to gain deeper insight into the host country's heritage. Participation in Armenology is highly encouraged, but not mandatory.

#### 4. Programme Overview Table

Programme	Language of Instruction	Languages Offered	Type of Course	Notes / Additional Provisions
PYP (Primary Years Programme) (Grades 1–4)	Armenian (main); progressive introduction of English and Russian	<ul style="list-style-type: none"> <li>- Armenian (compulsory)</li> <li>- Russian (introduced in early grades)</li> <li>- English (gradual immersion)</li> </ul>	Language A (Armenian) Language Acquisition (Russian, English, French, German)	<ul style="list-style-type: none"> <li>- Strong Armenian literacy foundation</li> <li>- Transdisciplinary language learning</li> <li>- Early exposure to multilingualism</li> <li>- Differentiated support for non-Armenian speakers</li> </ul>
MYP / Lyceum Programme (Grades 5–10)	Armenian (main)	<ul style="list-style-type: none"> <li>- Armenian (compulsory)</li> <li>- Russian (compulsory)</li> <li>- One additional foreign language: English, French, German, Spanish, or Russian ab initio (beginners)</li> </ul>	Language A (Armenian) Language Acquisition (English, Russian, French, German, Spanish)	<ul style="list-style-type: none"> <li>- Diagnostic placement &amp; phase (leveled) learning</li> <li>- Accelerated/individual support for students not yet proficient in Armenian</li> <li>- From Grade 10 (humanities streams): option of a third foreign language</li> <li>- Additional prep for international exams (TOEFL/IELTS on request)</li> <li>- extracurricular activities of foreign languages</li> </ul>
High School Authorial Programme (Grades 11–12)	Armenian (main), with integration of Russian and English	<ul style="list-style-type: none"> <li>- Armenian (advanced literature, academic writing, research)</li> <li>- Russian (compulsory)</li> <li>- English (academic and research focus)</li> <li>- Additional foreign language (French, German, Spanish)</li> </ul>	Advanced Literature & Academic Writing (Armenian, Russian, English) Language Acquisition (Russian, English, French, German, Spanish)	<ul style="list-style-type: none"> <li>- Emphasis on authorial writing, critical analysis, and publishing</li> <li>- Development of academic discourse and comparative literature skills</li> <li>- Preparation for university-level study and multilingual authorship</li> <li>- Additional prep for international exams (TOEFL/IELTS on request)</li> </ul>

<p>DP (Diploma Programme), (Grades 11–12)</p>	<p>English (main);</p>	<ul style="list-style-type: none"> <li>- Group 1 (Language A: Literature): Armenian, Russian, English, French</li> <li>- Group 2 (Language Acquisition): English, Russian, French, Spanish, German</li> <li>- Group 2 (ab initio): Spanish, French, German</li> <li>- SSST (Self-Taught Language A): Any approved mother tongue</li> </ul>	<p>Group 1 (Language A) Group 2 (Language B/ab initio) SSST option</p>	<ul style="list-style-type: none"> <li>- All students: at least one Language A and one Language B, or two Language A courses</li> <li>- RA citizens: compulsory state exam in Armenian (Grade 12, January/June)</li> <li>- Non-citizens: Armenology course offered as enrichment(language, literature, history, culture of Armenia)</li> <li>- Strong focus on IB mother-tongue entitlement</li> </ul>
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## 5. Approaches to Teaching and Learning in Language Education

### 5.1. *Differentiated Teaching and Assessment*

Language learning at Shirakatsy Lyceum follows the principle of **equity of access**: all students must have the opportunity to engage with the curriculum regardless of their proficiency in the language of instruction or in additional languages.

- 5.1.1. **Individualized Planning**: In cooperation with psychologists and learning support staff, teachers design **Individual Learning Plans (ILPs)** with adapted materials, differentiated tasks, and flexible assessment tools tailored to student interests, abilities, and learning styles.
- 5.1.2. **Support for Non-Armenian Speakers**: For students who are not yet proficient in the language of instruction (Armenian), individual lessons are organized in their home or accessible language to facilitate gradual integration.
- 5.1.3. **Catch-up and Gap-Filling Support**: Additional lessons or tutoring hours are provided to students who fall behind, ensuring continuity of learning and allowing students to recover gaps in knowledge and skills.
- 5.1.4. **Parental Involvement**: Upon request, parents may be included in designing supplementary support strategies for students who face significant language barriers or programme gaps.
- 5.1.5. **Phasal Learning (MYP)**: In Grades 5–10, foreign language instruction is organized in phases (leveled groups) according to diagnostic assessments. Students are placed with peers of similar proficiency levels to promote confidence and reduce psychological stress. Placement is reviewed annually and may change based on progress.

- 5.1.6. Diagnostic and Placement Assessments:** Conducted at the start of each year to determine student proficiency and group placement. Formative assessment is ongoing to track growth.
- 5.1.7. Progression and Flexibility:** At the end of each term, students may re-take assessments to move to higher phases.
- 5.1.8. Language Carousel:** Students who reach an advanced level (the 4th phase) of one foreign language may choose to begin another, promoting multilingualism as enrichment rather than replacement.
- 5.1.9. Assessment Practices:** Rubrics include language-specific criteria (clarity, accuracy, coherence). Failures are treated as opportunities for growth, encouraging reflection and resilience.

## **5.2. Cooperative Learning**

Cooperative learning develops **social, communication, and intercultural skills**, aligned with IB learner profile attributes (Communicator, Caring, Open-minded).

- 5.2.1. Collaborative Structures:** Lessons emphasize interaction between students, teachers, and peers through group work, debates, peer feedback, and shared inquiry.
- 5.2.2. Mentorship Programmes:** Higher grades students mentor younger peers by leading lessons in native and foreign languages, promoting community learning and leadership skills.
- 5.2.3. Interdisciplinary Projects:** Students collaborate across languages and subjects to solve real-world problems, present findings, and share reflections with authentic audiences.

### 5.3. *Research-Based Teaching*

Language education integrates **inquiry and research skills**, supporting the development of competencies.

- 5.3.1. **Research Tasks:** Students use multiple sources (print, electronic, multimedia) in different languages to collect, analyze, and interpret data.
- 5.3.2. **Critical Thinking:** Learners are guided to identify bias, evaluate evidence, and construct well-reasoned arguments in the target language.
- 5.3.3. **Research Projects:** Students complete projects that involve multilingual sources, personal viewpoints, and reflection on cultural context.
- 5.3.4. **Academic Integrity:** Students are taught citation conventions and ethical use of language, preparing them for academic research and writing.

### 5.4. *Concept-Based Learning*

Language learning is **concept-driven**, encouraging transfer of knowledge across disciplines.

- 5.4.1. **Focus on Big Ideas:** Students explore enduring concepts such as *identity, culture, communication, and power* rather than memorizing isolated facts.
- 5.4.2. **Connections:** Learners are guided to make cause-and-effect links, generalizations, and comparisons across languages, cultures, and subject areas.
- 5.4.3. **Transferability:** Skills developed in one language (analysis, structure, argumentation) are applied to others, reinforcing multiliteracy.

### 5.5. *Teaching in Local and Global Contexts*

The Lyceum values language learning as a bridge between **local identity** and **global citizenship**.

- 5.5.1. Local Contexts:** Excursions, museum visits, and cultural heritage projects allow students to explore Armenian history and literature. Students are encouraged to serve as guides or presenters, demonstrating both language proficiency and cultural knowledge.
- 5.5.2. Global Contexts:** Students investigate literature and resources in foreign languages to explore international innovations, world heritage, and global issues.
- 5.5.3. Conferences and Exchanges:** Participation in local and international conferences, Olympiads, and exchange programmes provides authentic platforms for students to use languages in real-world settings.
- 5.5.4. Balanced Identity:** Through local and global contexts, students develop pride in Armenian heritage while embracing international-mindedness and respect for cultural diversity.

## 6. Inclusion Through Language

### 6.1. Guiding Principle

Shirakatsy Lyceum affirms that **multilingualism is a fact, a right, and a resource**. Language is central to equity and inclusion: all learners, regardless of background or proficiency, are supported to access the curriculum, maintain their home language(s), and succeed in additional languages.

### 6.2. Inclusive Practices Across Programmes

- 6.2.1. Early Years (PYP):** Students' language profiles are identified upon entry. Differentiation is provided through play-based and inquiry-driven methods such as visuals, storytelling, and songs. Home languages are valued through class sharing and cultural projects, affirming identity.
- 6.2.2. Middle & High School (MYP and Authorial):** Language learning follows a **phasal (leveled)** model in MYP based on diagnostic assessments. Accelerated Armenian lessons and scaffolding strategies (bilingual glossaries, peer support, additional tutoring) are provided for students not proficient in the language of instruction. The Authorial Programme strengthens inclusion by encouraging students to create projects in Armenian, Russian, and English, affirming both academic and cultural identities.
- 6.2.3. Diploma Programme (DP):** Equity of access is ensured through flexible pathways — Language A, B, ab initio, and **School-Supported Self-Taught (SSST)** Language A courses. Students learning in English as an additional language receive scaffolding in academic writing and subject-specific vocabulary. Accommodations (e.g., extended time, glossaries) follow IB guidelines. International students may join an **Armenology enrichment course**, building understanding of Armenian language and culture.

## 7. Resources for Language Development

### 7.1. Guiding Principle

Language development requires access to diverse resources. Shirakatsy Lyceum ensures that learners and teachers have the physical, digital, and human resources needed to support **multilingualism, equity of access, and academic success** across all programmes.

### 7.2. Resources Across Programmes

#### 7.2.1. Physical Resources:

- 7.2.1.1. PYP classrooms include literacy corners with bilingual storybooks, visuals, and phonics tools.
- 7.2.1.2. The school library provides a growing collection of literature in Armenian, Russian, English, French, German, and Spanish, serving all age groups.
- 7.2.1.3. Dedicated spaces for reading, writing workshops, and collaborative projects foster a culture of language learning.

#### 7.2.2. Digital Resources:

- 7.2.2.1. Students have access to language-learning applications (Duolingo, Quizlet, ReadTheory), IB digital platforms, and multilingual e-libraries.
- 7.2.2.2. Younger learners in PYP use interactive tools (audiobooks, storytelling apps), while MYP/DP students access academic databases, writing platforms (Grammarly, Turnitin), and IB past papers in multiple languages.
- 7.2.2.3. Virtual classrooms provide opportunities for real-time multilingual collaboration and exposure to authentic resources.

#### 7.2.3. Human Resources:

- 7.2.3.1. Language teachers, librarians, and psychologists work collaboratively to design inclusive strategies.

- 7.2.3.2. Peer mentoring programmes allow older students to support younger learners in native and foreign languages.
- 7.2.3.3. In DP, **SSST supervisors** guide self-taught Language A students, ensuring mother-tongue entitlement.
- 7.2.3.4. Professional development ensures teachers integrate multilingual strategies and use resources effectively.

### 7.3. **Integration of Resources**

Resources are not standalone but embedded into daily practice:

- 7.3.1. In PYP, literacy tools are integrated into transdisciplinary units of inquiry.
- 7.3.2. In MYP/Authorial, bilingual glossaries, posters, and research tasks help students connect language to subject knowledge.
- 7.3.3. In DP, digital platforms and academic databases support extended essays, TOK essays, and Internal Assessments.

## 8. **Parent and Community Engagement**

### 8.1. **Guiding Principle**

Parents and the wider community are essential partners in fostering multilingualism and intercultural understanding. Shirakatsy Lyceum promotes active collaboration between school, families, and community institutions to strengthen language learning and affirm identity.

### 8.2. **Engagement Across Programmes**

- 8.2.1. **PYP:** Parents are invited to share stories, songs, and cultural traditions in their home languages, enriching classroom inquiry. Family reading workshops and multilingual events encourage a love of language and support early literacy.
- 8.2.2. **MYP/Authorial/DP:** Parents contribute to developing student language profiles and are regularly informed about goals, assessment approaches,

and progress. Cultural centers, embassies, and universities collaborate with the Lyceum to provide authentic language experiences (debates, exchanges, cultural days). Parents support home language maintenance while encouraging academic use of studied languages. Community partners provide opportunities for students to present research, participate in Model UN, Olympiads, and international conferences, strengthening their academic and intercultural competence.

### **8.3. Community Celebrations and Participation**

- 8.3.1. Language Week and International Mother Language Day** showcase student work in multiple languages.
- 8.3.2.** Multilingual poetry contests, drama performances, and exhibitions provide authentic platforms for learners.
- 8.3.3.** Alumni and community members are invited to share how multilingualism has shaped their academic and professional paths, inspiring current students.

#### 8.4. Community Engagement Activities

The Lyceum organizes an annual cycle of language-related events and workshops to involve parents, teachers, and community partners.

N	Activity	Deadline	Responsible	Evidence
1	Lesson observations and language workshops	Ongoing	Language teachers / Coordinators	Observation reports, workshop feedback
2	International Mother Language Day	Annual	Language Committee / Student Council	Event programme, student reflections
3	Book Discussions (multilingual literature)	Termly	Librarians / Teachers	Reading logs, discussion notes
4	State and International Language Olympiads	Annual	Language Departments	Certificates, competition reports
5	Seminar for Language Teachers	Annual	Language Departments / IB Coordinator	Seminar materials, attendance records
6	Translation Day (student projects)	Annual	Language Committee / Students	Translated works, presentations, Assembly programme

## 9. Principles of the Language Policy Committee

- 9.1. The Committee is composed of teachers, IB coordinators, librarians, psychologists, administrators, students, and parents, ensuring full community representation.
- 9.2. At the beginning of each academic year, the Committee designs an **action plan** for implementing the Language Policy in practice.
- 9.3. The Committee ensures that the Policy aligns with **IB standards**, promoting multilingualism as a right, equity of access, and support for home languages (including SSST where applicable).
- 9.4. Decisions are based on **evidence**, including language profiles, placement assessments, programme evaluations, and community feedback.
- 9.5. **Reflection sessions** are organized each semester with students, parents, and teachers to evaluate the effectiveness of language practices, celebrate
- 9.6. At the end of each academic year, the Committee organizes a **formal review** of the Language Policy, incorporating outcomes from reflection sessions and stakeholder feedback.
- 9.7. Revised versions of the Policy are **published on the school website** and shared with the community.
- 9.8. The Committee promotes **teacher professional development** and encourages initiatives that highlight the value of Armenian, home languages, and international languages in fostering intercultural understanding.

## 10. Annual Timeline of the Language Policy Committee

✕ September: Action Planning  
(Committee meeting, IB updates, action plan, student profiles)

✕ December: Mid-Year Reflection  
(Community feedback, progress evaluation, adjustments)

✕ March: Monitoring & Review  
(Ongoing monitoring, interim findings)

✕ June: Annual Review & Update  
(Final reflection, evidence collection, policy update)

✕ July–August: Preparation for New Year  
(PD workshops, curriculum updates)

## 11. Responsibilities of the Parties

Stakeholder	Rights	Responsibilities	Examples of Practice
<b>School Leadership</b>	<ul style="list-style-type: none"> <li>- To define and publish the Language Policy.</li> <li>- To provide resources and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>- Establish a Language Policy Committee.</li> <li>- Develop and annually review the Language Philosophy &amp; Policy.</li> <li>- Ensure recruitment and teacher profiles reflect language competence.</li> </ul>	<ul style="list-style-type: none"> <li>- Annual review of policy with community input.</li> <li>- Posting updated policy on website.</li> <li>- Teacher language proficiency self-assessment.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>- To access resources, training, and collaboration opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Integrate language objectives into all subjects.</li> <li>- Collaborate across departments (vertical &amp; horizontal planning).</li> <li>- Model correct language use.</li> <li>- Assess language accuracy and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Interdisciplinary projects.</li> <li>- Lesson observations and shared practices.</li> <li>- Bilingual/trilingual glossaries.</li> <li>- Language Days, debates, performances.</li> </ul>
<b>Learners</b>	<ul style="list-style-type: none"> <li>- To access multilingual education and support for home language(s).</li> <li>- To participate in shaping the policy.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage actively in all language learning.</li> <li>- Use correct and respectful speech/writing.</li> <li>- Submit annual language profiles.</li> <li>- Contribute to projects and policy reviews.</li> </ul>	<ul style="list-style-type: none"> <li>- Final projects in Armenian, Russian, or English.</li> <li>- Participation in quizzes, competitions, presentations.</li> <li>- Peer mentoring in languages.</li> </ul>
<b>Parents/Guardians</b>	<ul style="list-style-type: none"> <li>- To be informed about their child's language development.</li> <li>- To contribute to language planning and policy feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Support home and school language development.</li> <li>- Model respectful language use.</li> <li>- Accept and promote principles of the policy.</li> </ul>	<ul style="list-style-type: none"> <li>- Parent workshops on bilingualism.</li> <li>- Review meetings with teachers.</li> <li>- Contributions to multilingual cultural events.</li> </ul>

## 12. Sources Used

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### 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.*

### 13. APPENDIX 1: Form 1: Learner's Language Profile

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Field	Details	Self-Assessment (circle level)
<b>1. Native language</b>	_____	Basic · Intermediate · Advanced · Fluent
<b>2. Family languages</b> (languages spoken by parents/guardians)	_____	N/A
<b>3. Dialect of Armenian spoken (if applicable)</b>	_____	N/A
<b>4. Primary communication language</b>	_____	Basic · Intermediate · Advanced · Fluent
<b>5. Language of thinking</b>	_____	Basic · Intermediate · Advanced · Fluent
<b>6. Proficiency in native language</b>	_____	Basic · Intermediate · Advanced · Fluent
<b>7. Language of education (instruction)</b>	_____	N/A
<b>8. Foreign languages studied previously</b>	_____	Basic · IntermediateAdvanced · Fluent
<b>9. Foreign languages fluently mastered</b>	_____	Basic · Intermediate · Advanced · Fluent
<b>10. Certificates of proficiency</b> (e.g., IELTS, TOEFL, DELF, Goethe)	_____	Score: _____

<b>11. Experience in native-speaking environment</b> (travel, exchange, residence)	_____	Duration: _____
<b>12. Planned language(s) for study</b>	_____	N/A
<b>13. Purpose(s) of study</b> (academic, cultural, professional, personal)	_____	N/A

**Student Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**14. APPENDIX 2 Form 2: Teacher's / Counselor's/Students Leader's Language Profile**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Position:** \_\_\_\_\_

Field	Details	Self-Assessment (circle level)
<b>1. Native language</b>	_____	Basic · Intermediate · Advanced · Fluent
<b>2. Family languages (spoken at home)</b>	_____	N/A
<b>3. Dialect of Armenian spoken (if applicable)</b>	_____	N/A
<b>4. Primary communication language</b>	_____	Basic · Intermediate · Advanced · Fluent
<b>5. Language of thinking</b>	_____	Basic · Intermediate · Advanced · Fluent
<b>6. Proficiency in native language</b>	_____	Basic · Intermediate · Advanced · Fluent
<b>7. Language of education (schooling)</b>	_____	N/A
<b>8. Foreign languages studied</b>	_____	Basic · Intermediate · Advanced · Fluent
<b>9. Foreign languages fluently mastered</b>	_____	Basic · Intermediate · Advanced · Fluent
<b>10. Certificates of proficiency (IELTS, TOEFL, DELF, Goethe, etc.)</b>	_____	Score: _____
<b>11. Experience in native-speaking environments</b>	_____	Duration: _____
<b>12. Professional use of language</b> (teaching, research, communication)	_____	Yes · No
<b>13. Language of professional reading</b> (literature, research, fiction)	_____	_____

<b>14. Current language learning (if applicable)</b>	_____	Basic · Intermediate · Advanced · Fluent
<b>15. Purpose(s) for learning foreign languages</b>	_____	Academic · Cultural · Professional · Personal

Signature: \_\_\_\_\_

### 15. Version Control Log

Version	Date	Changes Made	Responsible	Notes / Evidence
1.0	Sept 2020	Initial draft of Language Teaching Policy (Middle & High School focus)	Language Committee	First approved version
2.0	June 2021	Edited IB Diploma Programme section (Group 1 & 2 courses, SSST)	DP Coordinator	Integrated IB requirements
3.0	Sept 2023	Inclusion of PYP and Authorial Programme; alignment with IB guidelines on multilingualism	PYP & MYP Coordinators	Extended to full continuum
4.0	March 2024	Edited responsibilities by stakeholder; annual review process; reflection sessions	Language Committee	Based on IB self-reflection guide
5.0	Sept 2025	Updated resources, community engagement activities, learner/teacher forms with self-assessment and certificates; MLA bibliography added	IB Coordinators, Principals	Prepared for CIS & IB evaluation