



# **SHINE UE SCHOOL**

## **LANGUAGE POLICY**

Updated: March 2018  
Next revision: June 2019



## GENERAL PRINCIPLES

Shine Ue School (SUS hereafter) recognizes and supports the general principles officially formulated by the International Baccalaureate Organization:

“The International Baccalaureate is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds. With these aims in mind, the IB has, instituted its language policy to provide a framework that will ensure that the IB’s values and aims in relation to multilingualism and access are reflected in the organization’s activities.” (IB Language Policy, February, 2014)

“In the case of IB programmes, the role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship.” (Language and learning in IB programmes, September, 2011)

We aim to meet the following IB practices in our language learning process:

- The school places an importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue (IB Standard C3, Practice 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).

## LANGUAGES

Grade	Age	Mongolian	English	Russian
I - VI	5-11	7 hours per week	6 hours per week	-
VII	12	7 hours per week	6 hours per week	2 hours per week
VIII	13	6 hours per week	6 hours per week	2 hours per week
IX	14	4 hours per week	6 hours per week	3 hours per week
X - XII	15-17	4 hours per week	6 hours per week	-



### ***Mongolian:***

Mongolian is the general teaching language and used for all social interaction. We strongly encourage students to know their mother tongue very well regardless if they are planning to get an university education overseas. Mongolian old transcript is mandatory for grades 6 through 9. It is essential for anyone to know their roots linguistically and culturally.

For transfer students who transferred to our school from a different country, homeroom teachers (if primary) or Mongolian language teachers (if middle or high) must determine whether they need additional help and offer **Mongolian language support after-class program** around their normal schedule. At the start of each term, Mongolian language teachers must create a separate plan with learning objectives and set their after-class support hours with the academic manager for approval.

All Mongolian nationals are strongly encouraged to take Mongolia A: Literature course when joining the IB Diploma Programme.

### ***English:***

English is the second language that is taught at our school from first grade until graduation. It is the teaching language for subjects English, Science and IB preparatory subjects in 9-10<sup>th</sup> grades (Biology, Physics, Math), and all IB Diploma subjects except for Mongolian A.

English is the main communication language for certain extracurricular clubs such as Science Club, Debate Clubs and Reading Club. It is also used for communication with the IBO and forming internal school policies.

Current students who fall behind in the level of English are offered language support after-classes at least once per week depending on their needs. At the start of each term, all English teachers must set their after-class hours with the academic manager and post on the general school timetable.

Transfer students who transferred to our school from Mongolian public schools must be enrolled to the **English language support after-class program** if they are struggling with understanding subjects that are taught in English. The English language support after-class program must be at least 60 teaching hours (1 teaching hour is 40 minutes) which meets every school-day. The English language teachers must create a separate plan with learning objectives and set their after-class program hours with the academic manager for approval.



For SUS students who want to attempt an IB Diploma, it is strongly encouraged to take English A: Language and Literature course unless they transferred to our school at a middle school. For those who started learning English in middle school, we encourage to take English B HL course when joining the IB Diploma Programme.

***Russian:***

As part of the requirement by the Ministry of Education, students in grades 7-9 are taught introductory Russian language. To be in line with this requirement and to support multilingualism, our school strives to teach Russian language by native speakers.

***Mother tongue:***

If the DP students' first language is neither Mongolian nor English, the school will make necessary arrangements to facilitate the mother tongue learning using either an IB approved online course or applying for the school supported self-taught language. (extra fees may occur to cover online course or external tutor expenses).

**LANGUAGE TEACHING AND LEARNING**

At SUS, language is taught holistically. Each subject has learning outcomes for the strands of reading, writing, speaking, listening and use of language. These are kept with the heads of departments and academic managers, and are reviewed on an annual basis to reflect the needs of the current education expectations.

We understand that all staff are responsible for language development of students. In doing this, a weekly meeting time is provided for all departments and pedagogical councils to collaborate and reflect throughout a year. This way, teachers are able to develop links between subjects across the school.

The Department of Languages works continuously on coming up with strategies, ongoing activities and after-class clubs to help with challenges that students face today in acquiring language skills needed in fulfilling the requirements of the general education.

***Things subject teachers can do to support language learning:***

- ▶ Identify, explain, and post key academic vocabulary for one unit/content each week/term by creating an active language learning environment
- ▶ Build on background knowledge by focusing on one content area through various activities to increase comprehension



- ▶ Engage in regular weekly/monthly writing activities that will focus on creative vocabulary use, peer editing in order to increase writing opportunities
- ▶ Engage in regular weekly/monthly reading activities that will focus on graphic / chart/diagram illustrations, reading journals in order to increase reading comprehension

### ***Resources:***

All language teachers are responsible for sourcing and/or recommending quality books so that students can get exposed to different genres in different languages. Students also have access to various dictionaries, newspapers and magazines that can be subscribed regularly through our library. The school also allows the use of the computer laboratories during non-class hours for students to be able to access programs and tools to support their own language learning. All primary students have access to Education City online program that has over 25,000 contents in various subject areas: mathematics, english, science and computers (reference Educationcity.com resource).

### **POLICY REVIEW PROCESS**

This policy shall be reviewed every year from the last date of modification. The last date of modification must be recorded on the policy as a footer note.

Any proposed changes to the policy shall be reviewed by the teachers' meeting with an attendance of at least 70% or above of all teachers. Teachers should use a voting system in approving the proposed changes into the policy.

The approved changes to the policy shall be reviewed and approved by the school administration, which includes Head of School, academic managers, programme coordinator and Heads of departments, if there are no conflicts with other policies and local regulations.

Any final change to the policy shall become effective from the next school year, unless otherwise decided by the school administration.