



OHANYAN EDUCATIONAL
COMPLEX

IB DP LANGUAGE POLICY

2024

Name of the Document	Diploma Programme Language Policy
Number	OEC-DP-05
Developed by	Steering Committee
Ratifying body	Director
Revisions	
Date of ratification	09/07/2024
Responsible for the implementation	DP Coordinator

1. INTRODUCTION

1.1. Aim: The IB Diploma Programme (DP) Language Policy aims to foster an inclusive and multilingual learning environment that supports students' diverse language needs.

1.2. Dissemination: The Policy is open to employees, parents, students, and other stakeholders. Its accessibility is ensured by publishing it on the official website.

1.3. Responsible for the implementation: The DP coordinator and all the teaching staff are responsible for implementing and fulfilling the policy requirements.

1.4. Revision: The document is reviewed at the beginning of each academic year to keep the points current and topical. The amendments are discussed with staff members, parents, and student communities. The Pedagogical Council approves the amendments.

1.5. Application: This policy applies to administrators, staff members, faculty, the wider community, parents/guardians, and students. All members of OEC are encouraged to read and implement it.

1.6. Development and implementation: This policy was developed by the Steering Committee, which includes the Principal, the DP Coordinator, and two teachers (one should be a language teacher). The policy was reviewed and discussed with parents, and their feedback was incorporated into the final version. The policy will be implemented upon OEC receiving authorization for DP. Ongoing monitoring and adjustments will be made when necessary.

1.7. Scope: The scope of the IB DP Language Policy encompasses all aspects related to language instruction and support within the Diploma Programme, including the promotion of multilingualism, language acquisition, cultural understanding, and effective communication, as well as the review and adaptation of language practices to meet the diverse needs of students.

2. SCHOOL LANGUAGE PHILOSOPHY

- 2.1. Ohanyan Educational Complex's (OEC) goal is to develop our students' love of learning languages. Our language courses will not only provide our students with the ability to express themselves clearly in written and oral form but also the ability to communicate, which will nurture our students' understanding of each society's culture and their nuances, enhancing their international-mindedness.
- 2.2. OEC recognizes that language is central to learning. As such, all teachers are language teachers enhancing and improving students' language skills as they teach their subjects, further improving students' communication skills.

3. LANGUAGE OF INSTRUCTION

- 3.1. In an increasingly interconnected world, English has been chosen as the language of instruction. OEC wants to ensure our students a bright future as we prepare them for academic and professional success. All core subjects in English, except for Armenian A: Literature¹.
- 3.2. **Proficiency test:** Students must demonstrate proficiency in the language of instruction to be accepted at the OEC IB Diploma Programme (DP). Applicants seeking admission whose first language is not English must provide an internationally recognized English language certificate at a B2 level or higher on the Common European Framework of Reference (CEFR). See school admissions policy.
- 3.3. **Support:** Prospective students to OEC's DP are provided with support if they are not proficient. Pre-IB classes are provided in English. Proficiency tests are administered to prospective students, and Pre-IB English classes are offered accordingly at an additional cost. The goal is to develop students' language skills so that they flourish in DP once admitted.
- 3.4. Once the student is accepted to OEC, support will continue through the following measures: OEC's subject proposal offers in Group 2 English Language Acquisition for students who took Armenian A: Literature in Group 1, tutorials are offered at an additional cost, teachers differentiate their instruction and use scaffolding technique, and online resources will be made available that improve grammar, vocabulary and writing skills.

¹ The OEC will apply to the Ministry of Education, Science, Culture, and Sports for the right to teach in English following the IB DP authorization.

4. MOTHER TONGUE

- 4.1. OEC supports students in their mother tongue. Among the subject proposals, OEC offers the option of Armenian A: Literature in Group 1. In addition, OEC supports students' development in their mother tongue by providing access to the school library, which carries Armenian books. OEC also has an Armenian-speaking staff.
- 4.2. Tutoring is offered at an additional cost if the student's mother tongue is not Armenian.
- 4.3. In addition, the native culture and heritage are celebrated through corresponding activities and festivities throughout the school year.

5. LANGUAGE OPTIONS

- 5.1. To support OEC students' language development, all students can communicate in at least two languages and have the option to learn a third language.
- 5.2. Mother Tongue and Language Instruction: For students whose mother tongues are neither Armenian nor English, the school will provide external tutors for the desired language and organize the studies as school-supported self-taught subjects (SSST).
- 5.3. OEC offers two courses for students of Group 1 Studies in Language and Literature. Language A courses offered at OEC are English A: language and Literature at the Standard level (SL) and Higher Level (HL) and Armenian A: literature at the Standard level. Students will take a placement test to determine their proficiency level during their admissions process. Students chose HL courses who have a passion for the subject. Such students should also consider which subjects would benefit their higher education. The two types of levels, SL and HL, are distinguished by the depth to which each course is delved into. In addition, the number of hours taught is different. The recommended teaching time to complete a course for SL is 150 hours and 240 for HL. The amount of work required and taught more in-depth at HL.
- 5.4. OEC's subject proposal for Group 2 is English B: Language Acquisition and French Ab Initio. English B: Language Acquisition is designed to provide a solid foundation in the subject. This subject is offered in HL only. French Ab Initio is for students who have no prior knowledge of French. Students who selected English A: Language and Literature in Group 1 will take French Ab Initio in Group 2. Students who selected Armenian A: Literature in Group 1, will take English B: Language Acquisition in Group 2.

6. ASSESSMENT

All students take assessments according to OEC's Assessment Policy. Assessments aid in the development of language skills.

7. NEEDS OF STUDENTS

7.1. Meeting students' needs is central to the development of language skills. This policy is to be read in conjunction with OEC's access and inclusion policy. By enabling full participation of all students in the learning process, OEC maintains a holistic and welcoming environment for students of varying abilities.

7.2. Differentiated teaching strategies are implemented at OEC to meet the diverse needs of students. These strategies recognize that students have varying backgrounds, readiness levels, learning preferences, and interests. The goal is to provide different pathways for students to achieve common learning objectives using some of the following strategies: differentiating content, differentiating instruction, drawing connections between new material and prior knowledge, differentiating the process for students by varying the environment, i.e. changing the seating chart, working in pairs or in groups and scaffold learning and extending learning.

8. CULTURAL AND LINGUISTIC APPRECIATION

OEC is committed to fostering cultural and linguistic appreciation to enhance students' international mindedness. Students will engage in various artistic activities that focus on their target language of study. Some examples are celebrating the target language's holidays, participating in festivals, and preparing the target language's traditional meals.

9. TEACHER QUALIFICATION AND TRAINING

Teachers are proficient in English and the target language they are to teach. They attend IB DP professional development workshops and workshops catered especially for them by OEC. Ongoing language-specific training and support is provided to teachers to ensure high-quality instruction.

10. COMMUNICATION AND REVIEW OF POLICY

The policy is available to employees, parents, students, and other stakeholders. It can be found on the school website. A comprehensive review will take place at the end of the year. The Steering Committee will reevaluate the community's needs and amend the policy to reflect current realities if necessary. Feedback

will be given on language development through data-gathering exercises that may involve informal discussions, questionnaires, observations, and student interviews. It requires all school community members to reflect on their thoughts and practices regarding language.

11. REFERENCES

- International Baccalaureate. (2008). *Guideline for developing a school language policy* (Document No. g_0_iboxx_amo_0804_2_e). International Baccalaureate Organization. Retrieved from https://resources.ibo.org/data/g_0_iboxx_amo_0804_2_e.pdf
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