

LANGUAGE POLICY

School Mission

At Invento, the Uzbek International School, we strive to empower each child to grow their unique personality and inclinations with self-confidence. Invento education instills the skills to build healthy relationships by imparting a more profound and meaningful understanding of their immediate environment. We help Inventors build solid academic foundations combined with lifelong learning habits to develop international mindedness through a carefully crafted bilingual student-centred program.

Rationale

As an International Baccalaureate (IB) Authorized School for PYP (using 2020 Standards and Practices) and a Candidate School for MYP (using 2014 Standards and Practices), Invento The Uzbek International School recognises that studying languages is key to understanding other people, cultures, and oneself. We understand that multilingualism is key to successful global citizenship. We have chosen English as our language of instruction to provide a common means of access to our curriculum. At this stage of our existence, most of our cultural and social life at school is still in Uzbek and Russian, as these are the mother languages used by our students themselves. As a licensed Uzbek school, we offer English, Uzbek and Russian languages A and B and students are placed in either according to their level of proficiency. We also emphasise that linguistic skills are developed all the time, everywhere; hence, all teachers are teachers of language.

Who We Are

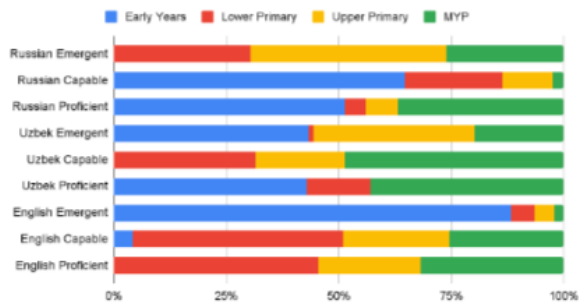
A. Language Profile of Students, Faculty, and Staff

Our teaching and support staff is made up of expatriate and local teachers. Expatriate teachers from various countries speak English as a mother tongue language or fluently as additional language learners. For example, though local teachers and support staff come from Uzbekistan, some have lived abroad and speak other languages. As a result, most of our team speaks English as an additional language competently, while others have limited or no English language skills.

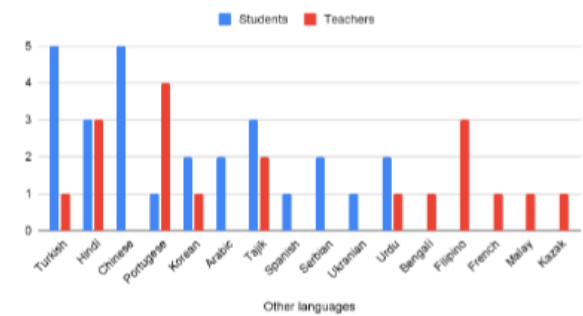
English, Russian and Uzbek are the working languages of the school and are used for governance, administration and management, communication within our school community, collaborative planning, instruction, assessment, professional development, and after-school activities. Teaching and supporting multilingual staff help with collaboration between expatriate and local staff.

Russian or Uzbek languages are mainly used on the playground, during parent-teachers conferences. At our Ashgabat Campus, our psychologist speaks Russian and English to enable students to express themselves comfortably.

Early Years, Lower Primary, Upper Primary and MYP



The Mother Tongue of Students and Teachers



B. Language Requirements for Students

Multilingualism is recognised and valued as an essential element of international education. The study of languages promotes cultural understanding and the ability to explore globally significant ideas and issues from more than one perspective. It also helps students understand their language.

All students at Invento learn in three languages: English, Russian, and Uzbek. English is the primary mode of instruction. However, depending on the student's language needs, students will be instructed to continue their growth in all three languages. Russian/Uzbek courses for mother tongue speakers. Russian/Uzbek courses as additional languages. The school follows Uzbek national requirements for all students who are citizens of Uzbekistan and provides the minimum curricular hours for Russian/Uzbek languages for Uzbek national students.

For Non-Uzbek citizens:

For English native speakers or students who previously studied in an English-speaking school, it is possible to study either Russian or Uzbek as Language Acquisition only after discussion with the families. However, as per national requirements, all non-Uzbek students must attend a weekly after school activity to familiarize themselves with the basics of the Uzbek language.

As MYP requires a Language A throughout all the years of the program, Invento can only accept students with sufficient level of English or Russian or Uzbek to complete MYP Language and Literature courses in these languages from Grade 6 to Grade 10.

A language profile survey is given to parents at enrolment to ascertain fluency in the official languages of Uzbekistan to meet the local requirements.

Mother Tongue other than English and local Languages:

For students who speak languages other than Uzbek, Russian or English as a mother language, will be supported in one or more of the following ways:

1. Current staff that speak the same language will work during lesson time or as an after school activity to support oral language and other skills depending on family requests.
2. The school will ensure that there will be books available in the languages of students in the library. The school will purchase books in the languages of students for the library that can be checked out
3. There will be more focus on librarians and parents collaborating to equip the library with books, magazines, and other reading material in different languages. The librarian will encourage parents to donate books, magazines, and other materials to the school library
4. Timetables may be modified to accommodate mother tongue support to include online or virtual lessons in the mother tongue. Discussion with families takes place upon enrolment and this option is offered to parents.
5. The school is prepared to support DP students with SSST (School Supported Self-taught) languages

C. Parent Involvement

Parents are key partners in the success of language learners, providing resources and support for their children's language development. They are encouraged to work alongside the school to support the development of:

- *Mother languages along with English*
- *language by reading regularly to and with their children in their mother tongue, by doing so, parents maintain an emotional and social link to the language spoken at home and their culture. In the long term, they will develop a love for literature and strengthen their reading and comprehension skills.*
- *Families are encouraged to provide reading materials in their language.*

Languages at Invento

A. School-wide Learning and Teaching

English is the primary language of instruction at Invento. All classes from 3-4 years old onwards are taught in English, except for Russian, Uzbek (and Music in our Early Years campus)

When the language of instruction is English, all staff and students use English. However, in the PYP, multilingual assistants are crucial in checking for students' understanding and supporting differentiated learning and teaching. During small group discussions and other situations, students may choose the language to properly develop a conceptual understanding during small group discussions and different situations.

All teachers are language teachers, and English academic skills are reinforced across the curriculum. Classroom teachers develop individualised ways to differentiate content, product, process, or learning environment to meet the needs of all learners. Through well-crafted scaffolding, teachers help students develop their language skills by working in their Zone of Proximal Development.

After School activities provided by non-English speakers are delivered in English, Russian or Uzbek. They are an intrinsic part of our program and contribute to the holistic education of our learners. They are also seen as an opportunity to develop language outside the classroom.

Our libraries include resources from the three languages, in varying numbers based on availability. Our school is dedicated to support Uzbek Language despite the fact that teaching resources are limited in number and variety.

Standard A6 - The school promotes open communication based on understanding and respect.

Standard B1.5.a - The school has developed and implements a language policy consistent with IB expectations.

Standard C1.8 - Collaborative planning and reflection recognises that all teachers are responsible for language development of students.

Standard C3.8 - Teaching and learning demonstrates that all teachers are responsible for language development of students.

Standard C3.1.b - The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the PYP model of transdisciplinary teaching and learning.

Standard C3.7 - Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

We encourage students to express themselves comfortably in their mother or any language to support their learning and development.

We refer to our school's language policy consistently as the basis of language development in our school, along with other supporting documents (e.g. IB language scope and sequence, Developing Language Policy).

Ongoing professional development focuses on language development and how to support all students in their language growth. PDs are provided by our Language teachers (Russian/English/Uzbek) and by our SEN CO

We acknowledge that we are all language teachers and will be actively involved in students' language development. We will provide opportunities for the students to develop their skills and ability through language learning in all subject areas. Visuals are used in all classrooms to support language learners. Reading sessions are offered as ASAs in all languages and can be made mandatory as need be. We will support the process of language learning and acquisition in and out of classrooms.

PYP homeroom teachers are responsible for the language of instruction, mathematics, social studies and science.

PYP - We will ensure that teaching and learning in class addresses the language needs of students. We will provide support to students who are learning a language other than their mother tongue by providing various support materials (such as but not limited to dictionaries, electronic translator, buddy system).

MYP - Mother tongue is addressed in many ways in the MYP. First of all, local students study the two main national languages, Uzbek and Russian, in either a language acquisition or language & literature context depending on their level of competency. Our students who are not Uzbekistan citizens have opportunities to complete independent studies in their mother tongue if they choose not to take both local languages as a language acquisition course. The MYP librarian also collects and orders books in the mother tongue of our students when possible.

B. Primary Years Programme

As per national Uzbek regulations, we provide a professional Speech therapist to ensure that KG1 to Preschool learners in need to get the support to develop appropriate diction which in turn increases self-confidence and verbal communication.

The aim of learning a language in the PYP is to promote inquiry-based, authentic language learning by focusing on its transdisciplinary nature. At IUIS, this goal is achieved by incorporating language teaching and learning into the programme of inquiry, enabling interrelated language development of linguistic macro skills. These skills are taught through immersion practices.

Collaborative planning and reflection are built into the regular PYP schedule to ensure the development of links between different subject areas and departments. In PYP, all teachers review the IB language scope and sequence twice per year to ensure that all learning outcomes are scaffolded according to the individual needs of our students.

The PYP language development phases focus on the actual student's skills instead of the age, enabling a differentiated approach and respecting the individual cognitive development of each learner.

C. Middle Years Programme

In the Middle School, English Language Acquisition is a course subject as per the MYP framework to specifically support students in learning English, Russian and Uzbek linguistic skills. It is timetabled in parallel with the English Language and Literature course. This arrangement is made to facilitate a smooth transition. The number of weekly lessons is the same to optimize language growth.

All subject areas, besides Russian and Uzbek, are taught in English. In subjects such as Individuals and Societies, Science, Mathematics, Art, Design, and Physical and Health Education, teachers simultaneously and seamlessly provide language and content-based lessons. This allows students to grow their schema in the subject area and increase their English language proficiency level.

To meet the local requirements for citizens of the Republic of Uzbekistan, Uzbek and Russian are taught as Language and Literature courses for mother tongue speakers, and they are also taught as language acquisition courses depending on the phase level of each student.. These courses are delivered as MYP subjects and Invento, the Uzbek International School, is proud to introduce Uzbek Language and Literature within an MYP curriculum framework.

LANGUAGE PHASES DESCRIPTIONS AND CORRELATIONS

Phase

Description of Characteristics¹

Phase 1 Emergent

Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.

Phase 2 Emergent

Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience

Phase 3 Emergent

Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.

Phase 4 Emergent

Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.

Phase 5 Emergent

Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format, register and style of language.

Phase 6 Emergent

Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

¹ MYP Language Acquisition Guide

CORRELATION CHART ²

<i>MYP Phase</i>	<i>TOEFL reading scale score</i>	<i>IELTS³</i>	<i>Common European Framework</i>	<i>Lexile Level</i>
PHASE 1	510 - 585		A1	0 - 620
PHASE 2	590 - 790		A2	180 - 910
PHASE 3	795 - 995	4 - 5	B1	705 - 1210
PHASE 4	1000 - 1160	5.5 - 6.5	B2	1000 - 1370
PHASE 5	1375 - 1400	7 - 8	C1	1290 - 1400
PHASE 6	1405 - 1595	8.5 - 9	C2	1405+

Moving from Language Acquisition to Language & Literature in the MYP

Moving from language acquisition to language & literature is a celebrated accomplishment, and at Invento the language department follows a strict practice to ensure that the student can handle the demands of language & literature course, especially as the student nears the Diploma Programme.

The language acquisition teacher or the student can suggest to the MYP Coordinator or Principal that a student is ready to move forward in their exploration of a language. After the suggestion is made, the student will be given an exit assessment that includes components from all four strands. Students will come before a panel of speakers of the target language to present on a topic of their choice. The panel will evaluate the presentation and examination result to determine if the student is ready to move to the language & literature course. Students must reach phase 5 or 6 in 3 out of 4 components. No component can be lower than a 4.

D. Inclusive approach

From Grade 1 to Grade 5, extra support for English is provided to students. An EAL-trained teacher provides in-class support when needed, working with small groups and collaborates with teachers to prepare tailored materials to meet the needs of all learners. It is our aim to keep all students at the same time in the classroom to enhance social interactions and community building, which are crucial to the emotional development of young learners.

It can take up to four years for a young learner to acquire another language. This reality is explained to parents at enrollment to ensure they understand that each child learns at his/her own pace. English fluency is not a prerequisite for enrolling at Invento until Grade 9. In order to maximize learning success at the end of High School, it is important for our students to have at least an intermediate level (phase 4) of English by the beginning of Grade 9.

For MYP students who enter the program during MYP 1-3 with no or little English proficiency will be supported by being removed from at least two Individuals and Societies periods to receive additional lessons in English. Students who are in phase 1 or 2 may complete assessment and tasks in the local language of their choosing or a language that a staff member understands until they reach phase 3 in order for students to be able to explain their understanding and application of new information.

We carefully monitor the progress of our students, which we share with parents promptly to ensure that extra external support can be provided if necessary.

E. Uzbek culture and local languages

Our school implements the full Uzbek national curriculum in all subjects. Some specific subjects such as Biology, PSE, Geography, and History contain some elements that are specific to Uzbekistan. Our Uzbek Curriculum Coordinator ensures that adequate clarifications and resources are available to the whole teaching team so that the content can be taught comprehensively in English. It is another form of international mindedness for our students to experience learning about Uzbekistan from international teachers.

Special events are held throughout the year to celebrate and learn about the languages and cultures of our host country. Our event calendar includes all national celebrations.

All foreign students have the opportunity to learn both Uzbek and Russian languages in the language acquisition courses. Students may choose to focus on one local language if the family chooses. See below for special circumstances.

² https://metametricsinc.com/wp-content/uploads/2018/01/CEFR_1.pdf

³ <https://global-exam.com/blog/en/cefr-levels-to-ielts-in-depth-score-comparison/>

1. For MYP students who hold a passport for the Republic of Uzbekistan and are determined to not meet the phase MYP requirements to be in Language and Literature for any language will go through the following procedure:
 - a. A detailed and minuted conversation will take place with the parents as soon as the determination has been made
 - i. Parents will choose a language to be the focus for the student in Language and Literature
 - b. Language teachers will make observations about learning in the languages and share them with the SEN specialist
 - c. The SEN specialist will observe the student in class, review assessment data, and make recommendations for next steps
 - d. The Uzbek National Curriculum specialist will advise further steps based on the teachers' and SEN's recommendation
 - e. An IEP may be created to support the student's language development, especially in his/her mother tongue language
2. MYP Students that do not carry a passport from the Republic of Uzbekistan can choose from the following to support his/her language growth while studying at Invento:
3. MYP students that do not meet the phase requirements for Language and Literature in any language, must be in phase 4 or higher in English. The student will receive extra support in English through a school developed Individual Education Plan and will be placed in English Language & Literature. The student will only study one local language of their choice. The additional periods will be used for mother tongue independent study, additional English lessons, and/or an independent study of the student's creation.
4. MYP students that do meet the phase requirements for Language and Literature in English have the following options for studying an additional language.
 - a. Study both Uzbek and Russian at the language acquisition level
 - b. Study one of the local languages at the language acquisition level and participate in an independent study for either mother tongue or an approved topic of their choosing.
5. Admission requirement- Students applying for MYP 4 or 5 must have phase 4 above in English and a strong local language proficiency in order to be admitted to Invento (Uzbek citizens) or strong phase 4 in English and the school will provide extra language support lessons and the family must supply the student with a mother tongue language and literature teacher for independent study.
6. PYP students who do not speak Uzbek or Russian at the 'A' (Advance) level (not their mother tongue) will study both languages at the 'B' (Beginner) level
 - a. Early years- For students who do not speak a local language or English, students would be removed from the additional language classes in order to receive more support in English. When the student is more comfortable with English, an additional language will be offered and discussed with parents to make a plan of action.
 - b. Grades 1-2 students will be assigned to a special one to one session in one of the languages selected by the parent, Uzbek or Russian.
 - c. Grades 3-5 students will attend the language 'B' scheduled lessons in Uzbek and Russian or in the event of a schedule clash, special one to one lessons will be scheduled in both Uzbek and Russian for them.

Inclusion Policy

***This section will be continuously updated when new situations arise.*

Diploma Programme

MYP 5 students are required to reach a minimum of Grade 5 in either Russian, English Language and literature courses to be admitted in the Diploma Programme. (as per our admission policy)
Admission Policy

English and Russian are offered as Languages and Literature courses (Group 1)

English and Russian are offered at Language Acquisition Course by the IB. (In Groups 2)

Invento being a DP candidate school, the Diploma programme Coordinator will contact the IBO upon authorization status to request Uzbek Language to be an option as Language and Literature course (Group 1) as well as Language Acquisition (Group 2).

Local requirements for High School certificate:

All Uzbek nationals must study Russian and Uzbek as Language and Literature courses and as Language Acquisition courses independent of whether they take the DP or not. Should Uzbek language (Groupe 2) not being offered in 2025, national students will prepare for their national examination after school hours.

Development and review cycle;

Responsibility: SLT (Principal, IB Coordinators and Executive Director))
Issue Date: Started in March 2021, revised in August 2021 during induction week considering teachers’ feedback, revised February 2023 to document the evolution of our community.
Review Cycle: July August 2023 with staff input including admission team.
Next review: June 2024

Policy published on school website, shared with new parents during admission process and discussed with new parents within the first term of the academic year.

