

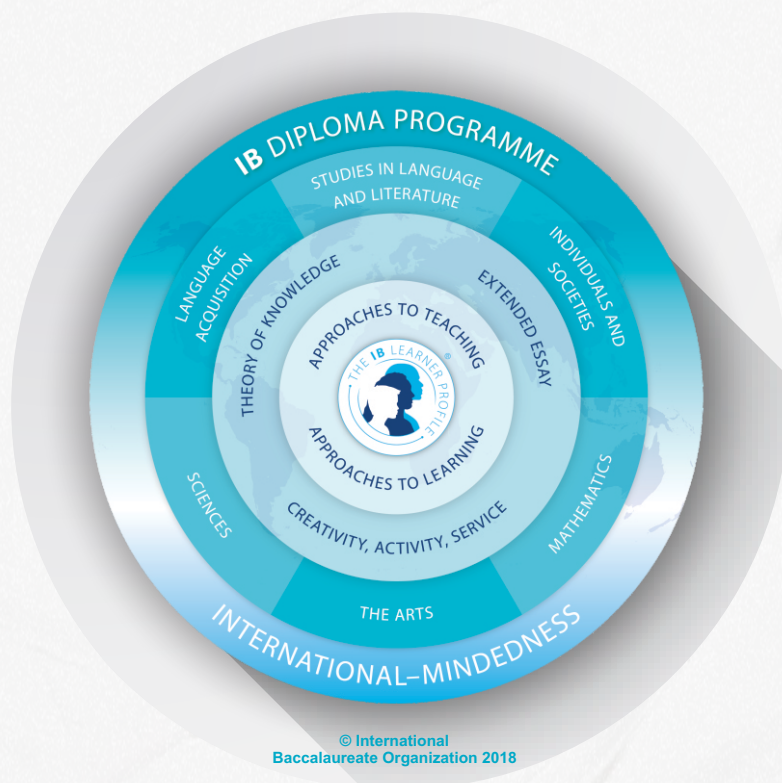


**National Polytechnic  
University of Armenia**



**NPUA Yerevan  
High school**

**NPUA Yerevan High school  
International Baccalaureate Diploma Programme  
Language Policy**



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## Language philosophy

**Mission:** Throughout education we nurture open-minded inquirers who strive to make the world better.

**Vision:** Our vision is to empower students with the skills and knowledge to handle the challenges in both local and global communities.

At NPUA Yerevan High School, we consider that language is a fundamental tool for communication and learning, as well as a key element of cultural identity and expression. In our perspective the development of critical thinking abilities, intercultural competence, and empathy, as well as the promotion of an international mindset and global citizenship, are all largely dependent on language acquisition.

Humans think in words and images. That is why it is important to develop the ability to express thoughts, and therefore think accurately.

Teaching is not only teaching learners, it is also a process of learning from the learners. Therefore, teachers are obliged not only to teach but also to converse in English fluently both during the lessons and out class activities. It is our mission to create an atmosphere where students can meet their full potential. With dedication, perseverance, and hard work our students will have desirable achievements. Additionally, in line with IB regulations, we emphasize the importance of the native language. We recognize that the native language is not only a means of communication but also a key element of an individual's cultural identity. We support the development of native language skills, providing opportunities for



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engagement with Armenian studies subjects (for instance: native language literature, grammar, History of Armenia, and other forms of national expression). By nurturing students' native language abilities, we aim to enhance their cognitive abilities, critical thinking skills, and overall academic success while fostering personal and cultural growth.

### Objectives

As an IB school, we signify the importance of different foreign languages proficiency in fostering intercultural understanding, communication, and global citizenship. Therefore our curriculum is comprised from English language and Russian language from the group Language acquisition: Language B and later we have planned to include in our curriculum Spanish, French and Chinese languages.

By incorporating student-centered and consciously communicative approaches, we strive to create a supportive and engaging environment where students can confidently develop their language skills. To ensure fluency and confidence in the foreign languages, we focus on the three fundamental skills of speaking, writing, and listening. Through vocabulary expansion, sentence formation, and encouraging free communication, we empower our students to express themselves effectively.

Our IB Language B: Russian course aims at providing students with the opportunity to speak the language of over half a billion people, ranking third in the world after Chinese and English. By combining student-centered methodologies with communicative techniques, we aim to enhance the effectiveness of teaching foreign languages and create a comfortable learning experience for our students.

In our high school, we encourage dialogues and presentations in Armenian, Russian, and English, allowing students to grasp differences in sentence structure, phraseology, and



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tense usage. As students progress to higher grades, they are engaged in projects that draw connections between languages, extensively read in all three languages, practical translation, and texts analyses. Additional activities, such as watching movies and listening to songs, further enhance language skills and cultural understanding. In line with the IB mission, we believe that motivation is a key factor in successful language learning. By nurturing a stimulating learning environment that fosters curiosity, critical thinking, and self-education, we empower students to take ownership of their language journey. We understand that motivated learners are more likely to achieve linguistic proficiency and develop a lifelong love for languages. By means of our comprehensive approach to language instruction, we aim at going beyond simple communication skills. Equipping our students with strong language skills, we enable them to navigate an interconnected world with respect, empathy and a deep understanding of the power of language as a tool of communication, cultural expression and personal growth:

### Language offerings

By implementing the International Baccalaureate Diploma Programme, NPUA Yerevan High school aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

We offer the following languages from the following subject groups:

1. Studies in language and literature
  - 1.1 Language A: Language & Literature: Armenia (SL/HL)
  - 1.2 Language A: Language & Literature: Russian (SL)
  - 1.3 Language A: Language & Literature: English (SL/HL)
2. Language acquisition
  - 2.1 Language B: Russian (SL)



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## 2.2 Language B: English (SL/HL)

- According to IB regulations, our Language A. Language and Literature course covers a wide range of literary and non-literary texts of different genres, periods and cultural contexts: Students are familiarized with a lot of texts, plays, novels, poems, speeches, and digital media, which help them to gain a profound comprehension of language and literature.

Furthermore, in accordance with the state standard for general education, it is required to teach the Armenian language and Armenian studies subjects in Armenian to citizens of the Republic of Armenia, enrolled in educational institutions that offer foreign language education programs

- When designing language acquisition Language B. English level course teachers pay special attention to the following instructions:

### 1. Utilize course goals and objectives and assessments to guide course design

1.1 Course objectives and goals: For the IB DP Language Level B course, there are specific goals and objectives that outline what students should be able to accomplish by the end of the semester. Typically, they focus on enhancing language skills, promoting intercultural understanding, and developing critical thinking.

1.2. Assessment: The Language B course encompasses different types of assessments, such as written assignments, oral exams, quizzes, peer reviews and other forms of assessment which help to measure pupils' both linguistic proficiency and academic achievement

### 1. 3. Equally distribute five topics in a two-year course

1.4 Build in opportunities for students to become autonomous learners.

1.5. Through subject-based presentations, home reading, discussions, and other activities, teachers aim to foster students' receptive, productive, and interactive skills as well as their interests and variety.



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**Language acquisition: Language B Russian.**

The Language B Russian course is divided into three parts. First, students participate in debates on various topics to enhance their essay-writing skills. Second, they read a few selected passages by well-known Russian authors to improve their reading comprehension. Finally, the course includes the study of grammar accompanied by exercises: Every student is paid individual attention based on their unique needs and language proficiency level.

**Language acquisition: Language B English.**

The goals of the Language B English syllabus are to foster a positive learning environment in students encouraging their independence, curiosity, and love of the language:

Students study different concepts, ideas which help to develop and strengthen their decision making and critical thinking skills. The syllabus promotes students' self-expression in multiple languages and communication mediums with confidence and creativity: As IB students they are encouraged to be caring, risky, balanced, principled, open-minded individuals. These characteristics support to the holistic development of students as spiritually healthy citizens.

**Language acquisition**

To promote native and foreign languages at the Yerevan High School of NPUA, we tend to apply a comprehensive approach that includes the development of both language skills and cultural competency. English, being the international language of the world, has a significant impact on communication and education, whereas Russian has a rich literary, musical, cinematic, and artistic legacy.

Aligned with the IB philosophy, our efforts to enhance language skills go beyond the curriculum to provide students with a fascinating experience.



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- To improve the English knowledge we focus on the development of reading, writing, listening and speaking skills, acknowledging the importance of proficiency and confidence in a universal language. Students are encouraged to compile a list of vocabulary terms and learn synonyms and phrases through word games and continuous learning. Additionally, we promote English through films, programs and discussions in the classroom.
- Similarly, for learning Russian language we want to demonstrate its cultural heritage by organizing visits to Russian Cultural Centers and promoting concerts with the participation of Russian composers. These activities and experiences help students gain a deeper understanding of the language and related arts. Moreover, we include Russian music, literature, and film into the curriculum, enabling students to engage critically with these mediums and enhancing their language proficiency and cultural awareness: The implementation of these initiatives and the their positive impact on the language proficiency, will help our students to be excellent in both English and Russian, as well as contribute to their recognition of global and cultural indicators of the language:

The assignment system includes: written assignments, oral assessments, interactive assessments, written exams, formative assessments.

Written assignments: written assignments evaluating students' understanding of the text, language proficiency and critical analysis: Proportion: approximately 15% of the total score for written assignments.

Oral assessments: students' oral communication skills, including language accuracy, fluency and critical analysis. Ratio: about 15% of the total assessment to oral assessments:

Interactive assessment, such as group projects and role-playing games, evaluate students' capacity for cooperation, language practice, and text analysis in a dynamic setting. Ratio: approximately 15% of the total score to interactive scores.

Paper exams: Students' knowledge, comprehension, and critical analysis of the texts they have studied for the course: Ratio: approximately 15% of the total score to interactive scores.





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Ratio: About 15% of the final grade should be awarded for written exams.

Final Exams

Ratio: Approximately 40% of the total semester grade:

### Promotion of the host country language

According to the Law on General Education, citizens of the Republic of Armenia who are enrolled in legally established educational institutions that provide programs in a foreign language must receive instruction in the Armenian language and subjects related to Armenian studies. This prerequisite is in line with the general education standards set by the government. One of the most important aspects

One of the most important ways to promote intercultural understanding and integration in the school community is to support the language of the host country.

At NPUA Yerevan High School, we realise how important the language of the host nation is in fostering deep conversations, appreciating local culture, and achieving academic success. Below are represented steps to promote the language of the host country

- **Language Integration:** We urge students to fully engage with the local community by going to museums, cultural events, and places of interest; additionally, we encourage them to get involved in extracurricular activities, community service projects, and other events where they can interact with native speakers of the host country.

This practical experience improves language proficiency and promotes intercultural understanding.



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- **Language courses:** we suggest special language courses or language learning support projects for non-native speaking students in order to help them learn host country language. These courses focus on improving reading, listening, speaking and writing skills giving students opportunities to interact effectively in different settings and environments.
- **Language Enrichment Activities:** We plan language-enrichment activities that motivate students to learn about the language and culture of the host country including language clubs, conversation partners, language exchange programs, and cultural workshops. These activities provide opportunities for students to practice their language skills in authentic contexts and deepen their understanding of the local culture.
- **Cultural Immersion and EE:** Students can choose topics for their Extended Essay related to the language, culture, linguistic aspects of the host country. Through excursions, field trips homestay programs students can get needed information and research data for gaining deeper understanding and knowledge for writing their EE.
- **Integration in the Curriculum:** The host country's language and culture are integrated into the curriculum across different subjects, providing information about the country's history, literature, art, and societal issues. This multidisciplinary method encourages a comprehensive comprehension of the language and its cultural background.
- **Community Engagement and CAS:** We inspire our students to be actively engaged in the local community activities and events through language exchange programs, reading clubs, bilingual translation activities, volunteering, hikings, or internships, connecting these experiences with CAS. By interacting with native



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speakers of the host country's language, students develop a profound understanding of cultural diversity and enhance their linguistic and intercultural competencies, meeting the requirements of CAS.

Through these efforts, we foster a diverse and inclusive learning environment and prepare students to succeed in a globalized society.

### Inclusion and Equity of access

At NPUA Yerevan High School, inclusive education is essential to our mission and aligns with the IB program's principles and values. We aim at establishing an inclusive learning environment where students with different backgrounds and skill levels can work together learn and succeed. Here is how we promote inclusion and equity of access:

- **Valuing Diversity:** We celebrate and value the unique contributions each student brings to the classroom. All students feel secure, appreciated, and a part of the community in an inclusive environment. In order to create a collaborative and inclusive culture, parents and students actively participate in setting learning objectives and decision-making processes (regular communications, parent-teacher collaboration, surveys and feedback, parent education program).
- **Supportive Staff:** To meet the varied needs and learning preferences of our students, our school makes sure that all of our staff members have access to the necessary resources, support, and training. By assisting teachers in meeting the needs of every student in the classroom, teaching assistants and specialists play a critical role in inclusive education. Therefore, we conduct English language training to all of our employees, including teachers.



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- **Inclusive Curriculum:** Our inclusive curriculum encompasses inclusivity along with local corresponding themes and contributions from marginalized and minority groups. We avoid binary stories and match the curriculum according to the learning styles of students with special educational needs. This approach contributes to the well-rounded education that values and respects the experiences and perspectives of all student.
- **Parental Engagement:** We fully understand and appreciate the involvement of parents in the inclusive education. In addition to using traditional communication methods, we actively look for diverse approaches and ways to engage parents according to their preferences. The Cooperation with parents helps to ensure that each student gets support to succeed.
- **Community Collaboration:** Inclusive education is a collective responsibility. We make collaboration among concerned parties including all teachers, social workers, parents and students. Through community involvement in education design, delivery, and monitoring, we create a supportive and inclusive ecosystem that benefits all students.
- **Inclusive Classroom Practices:** Our teachers use strategies that promote a safe and inclusive classroom community. They spend their time to get to know each student, fostering a supportive learning environment where students feel comfortable expressing their thoughts and sharing experiences. Different approaches are used to deliver instruction relevant to various learning styles. Sufficient literature and guest speakers are invited to offer a variety of viewpoints.
- **Inclusive Language Policy:** We promote the use of inclusive language, which prevents inaccurate assumptions about others and fosters connections between individuals and communities irrespective of gender, race, class, age, physical differences, ethnicity, religious beliefs, sexual orientation, marital status, and



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disability. By maintaining the values of equity of access and inclusion, we make sure that every student at NPUA Yerevan High School has the chance to succeed academically, socially, and sentimentality. We enable students to achieve their maximum capabilities through a collaborative and supportive learning atmosphere that promotes empathy, compassion, and respect for all.

### Professional development

To make sure that administrators, teachers, librarians, and other school employees receive professional development in the areas of language learning and teaching and to create a system for turning the language policy into a working document the following activities are to be implemented:

Assessing language proficiency, teaching methods, assessment strategies.

- Determining appropriate data collection methods to gather information from staff members including surveys, interviews, focus groups, or a combination of these approaches.
- Creating a Survey.** Survey includes questions related to the identified areas of professional development. The questions should be clear, concise, and relevant. Use a mix of open-ended and closed-ended questions to gather both qualitative and quantitative data.
- Conducting Interviews:** Implementing individual or group interviews with staff members to examine their perspectives more profoundly. To guide the interview process a set of questions or discussion topics are prepared in advance.
- Organizing Focus Groups:** Forming focus groups comprising staff members having similar roles or responsibilities. Discussions on language learning and teaching for gathering opinions, and suggestions from the participants are facilitated.



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- **Analyzing the Data:** Collecting and analyzing the data obtained from surveys, interviews, and focus groups.
- **Identifying Priorities:** Identifying the key areas for professional development based on the data analysis. Determining the priority areas that require immediate attention and those that can be addressed in the long term.
- **Disclosure of Information:** creation of an extensive report that summarizes the requirements assessment's findings. Including an overview of the information gathered, a list of the main themes or problems found, and suggestions for professional growth based on the determined priorities.
- **Sharing and Discussing Findings:** Sharing the report with the relevant interested parties including authorities, administrators, teachers. Organizing meetings or discussions to review the results and gather additional feedback or insights.
- **Organizing training workshops and seminars on various aspects of language learning and teaching.** These can be conducted by experienced external experts or skillful internal staff members. Topics can cover language acquisition theories, effective teaching strategies, assessment methods, technology application, and cultural sensitivity.

**Promoting a culture of cooperative learning and peer observation among employees.**

This can involve teachers observing each other's language classes, providing feedback, and sharing best practices. Teachers observing/auditing each other's language classes, giving comments, and exchanging best practices can all be part of this.

This procedure encourages professional development and promotes the implementation of the language policy.

- **Resource Sharing and Learning Communities:** Establishing platforms or online



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forums discussion boards where employees can exchange lesson plan, teaching materials, and other resources relating to teaching and learning languages. These activities facilitate collaboration, encourage creativity, and ensure a continuous exchange of different ideas and practices.

- **Professional Development Evaluation:** The school is regularly evaluating the effectiveness of professional development programs through surveys, feedback forms, and follow-up assessments. The school regularly uses surveys, feedback forms, and follow-up assessments to evaluate the effectiveness of professional development programs.
- **Review and Revision:** The school periodically is reviewing the language policy to ensure its alignment with educational standards and best practices. The staff, students and parents give feedback on the effectiveness of the policy. Based on the comments received, the policy is updated and changed as needed.

### Partnerships and community involvement

In developing an IB language policy for NPUA Yerevan High School, it's critical to stress the importance of language in all subject areas. To ensure that all teachers understand their responsibility as language facilitators and provide effective support for communication, the following procedures can be used:

**Professional Development:** Teachers are given regular opportunities for professional development to help them better understand the role of language in learning. They are offered training sessions, seminars, and workshops that are focused on efficient language teaching methods to be used in a variety of subject areas.

**Language Integration:** Teachers are fostered to integrate language development activities into their specialized subject classes. These activities can



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include:

**Language Clubs:** The school establishes foreign language clubs where students where students can practice and expand their proficiency in foreign languages. These clubs can organize different language-focused activities such as language games, debates, role plays, and cultural celebrations.

**Literature Clubs:** The school encourages students to start a literature club so they can read and talk about books from various eras and cultures. Through literary analysis, this club can host author talks, writing workshops, and book readings to promote a love toward literature reading and improve language proficiency.

**Movie Club:** The school establishes a movie club that screens films in different languages, providing opportunities for students to watch and discuss movies from various cultural backgrounds. This club can organize film festivals, movie screenings, and other film-related events that support language acquisition and cross-cultural understanding.

**Library Club and Book Donations:** The school establishes a library club that promotes reading, literacy, and language development among students. The school promotes club members' active participation in book donations, where they can make their own book contributions or persuade others to make book donations to increase the library's collection.

To ensure diversity and accessibility, donated books should encompass a wide range of genres, languages, and reading levels. The library club provides essential resources for language learning and encourages a love of reading while also encouraging a sense of community engagement and ownership through involving students in the process of book donations.





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**Mother Tongue Club:** The school recognizes the significance of each student's mother tongue and establishes a club devoted to honoring and maintaining the various languages that students speak. This club can organize activities, talks, and language classes to encourage pride in one's linguistic and cultural background.

**Visits to Museums and Cultural Places:** The school organizes field trips to museums, historical sites, cultural centers, and other relevant places to give students fully immersive language and cultural learning opportunities. These visits can involve different interactive activities, guided tours, and chances for students to practice their language abilities in real-world contexts.

**Collaborative Planning:** Teachers of various subjects are encouraged to collaborate on planning in order to discuss and pinpoint language opportunities and demands in their individual curricula. This collaboration will help them in creating interdisciplinary approaches to language learning.

**Formative Assessment:** Formative assessment are encouraged to test students' language competency and identify areas for growth. Teachers are expected to provide students positive feedback on their language use and to offer targeted assistance for enhancing their language abilities.

**Language Support Services:** The school establishes a language support team, consisting of language specialists and Extended Essay Coordinator to provide additional support to students who require extra assistance in developing their language skills.

**Parent and Community Engagement:** Parents and the larger community are enrolled in supporting students' language development. Workshops or information sessions for parents are being organized regularly to help them understand the importance of language learning and how they can support their children's language development at home.



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