



LANGUAGE POLICY

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Shine Ue School

2021

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INTRODUCTION

Shine Ue school (hereinafter referred as school) offers bilingual education in Mongolian and English. This policy is intended to guide students to fulfill bilingual curriculum, to educate our students as open-minded communicators and to build confidence in the use of language.

The policy is based and guided by the Constitution of Mongolia, the National Security Concept of Mongolia, the law of Mongolian language, the law on education, the language policy of the International Baccalaureate and Cambridge IGCSE programs.

The school aims to introduce the standards from the language policy of the International Baccalaureate and Cambridge Assessment International Education programs in its language learning curriculum as a guideline to its language policy. These include:

- The school recognizes that all priority subject teachers are also language teachers¹.
- The school places importance on language learning, including mother tongue, host country language and other languages². (IB Standard A, Practice 7).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students³. (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).
- Based on eight principles about using language in education and key principles of teaching bilingual learners in language policy of Cambridge IGCSE programs⁴.

Besides communicating with international educational organizations, the school publishes its internal policies, regulations, students' achievements, and other information in Mongolian and English on its website. In addition to reporting on their students' work in English and Mongolian, the school also has bulletin boards in English and Mongolian.

¹Cambridge principles into practice: Languages in your school: guidance for school leaders and teachers. Cambridge Assessment International Education. 2021. page 9

²Practical guide to languages for the Cambridge schools. Cambridge Assessment International Education. 2021. page 2-3

³Ibid

⁴"Teaching Bilingual Learners." *Cambridge Assessment International Education*, Cambridge, <https://www.cambridgeinternational.org/support-and-training-for-schools/professional-development/professional-development-qualifications/curriculum/teaching-bilingual-learners/>.

LANGUAGE PROGRAMME

Grade	Age	Mongolian /per week/	Mongolian Script /per week/	English /per week/	Selected subject /per week/	Russian /per week/	French /per week/	Chinese /per week/
1	6	7 hours		4 hours	-	-	-	-
2-5	6-11	6 hours		5 hours	-	-	-	-
6-9	12-14	7 hours in Grade 6 6 hours in Grades 7-9	2 hours	6 hours	-	2 hours in Grades 7-8 3 hours in Grade 9	4 hours in Grade 9	4 hours in Grade 9
10	15	4 hours	-	6 hours	1 hour	-	-	4 hours
11	16	4 hours	-	6 hours	2 hours	-	-	6 hours
12	17	4 hours	-	6 hours	4 hours	-	-	-

Native language:

99.5 percent of "Shine Ue" school students are native Mongolian speakers, and 0.5 percent are students from China, Korea, Japan, and the United States. Suppose the student's native language is not Mongolian. In that case, the school will assist in finding a home tutoring teacher to improve the student's native language skills to support the student's native language instruction at the request of parents, guardians, and students. (Online course and home tutoring tuition fees are not included in the school tuition fee).

Mongolian:

Mongolian is the main language of learning and communication in education. Students who enter the school will have Mongolian language examination. (see admission policy at <http://en.shineue.edu.mn/admission>)

Students transferred to the school from abroad will be requested to take a Mongolian language test to determine their level and to develop their Mongolian language competency by providing an additional extracurricular course.

At the beginning of each semester of the school year, Mongolian language teachers will make the lesson plan with a tutoring schedule for approval by the curriculum manager.

For Mongolian students in the IB diploma programme, it is recommended to choose Mongolian A: Literature.

English:

English is considered as the second language at the school and students study English from Grade 1 to Grade 12.

- **Primary school:** the English language is taught by foreign and bilingual teachers from the 1st-grade and general science in English from the 3rd-grade onwards.
- **Secondary and higher secondary school:** English is the main language of instruction for Grades 9-12 in History, Business studies, Global Perspectives, General Science and English except Mongolian A and Literature in IB DP program.

At the beginning of each semester of the school year, Mongolian language teachers will make the lesson plan with a tutoring schedule for approval by the curriculum manager.

The current students and new students recently transferred to our school with low levels of English are encouraged to reach an adequate level to access the academic curriculum delivered in English. The school offers additional extracurricular English courses 1-3 times a week for those who have limited English in any grade. The course aims to reach particular levels such as students in Grades 1-5 at the A1-A2 level, students in Grades 6-9 at A2-B1, and students in Grades 10-12 at B1-C1.

English is also the primary language of communication and instruction for school clubs such as Science, Debate, and Reading.

Russian:

According to the curriculum, students in Grades 7-9 are required to study elementary Russian and to meet this requirement, to support the idea of multilingualism in education, native Russian teachers are responsible for that.

Chinese:

Students study Chinese and French for four hours a week from Grade 9. In addition, Chinese language is an elective course in language acquisition and listed in Group 2 of the IB Diploma Programme.

Promoting language and culture:

The school's annual work plan includes days for promoting different languages and culture, and organizes events.

STUDENT PROGRESS MONITORING, INFORMING PARENTS/GUARDIANS

Additional extracurricular language course consists of at least 60 hours (1 hour equals to 40 minutes). A student's language level will be determined prior to the course, and an additional contract of course will be signed with parents/guardians until the language level is reached. The lesson plan for filling the knowledge gap and schedule are attached with the contract.

At the end of each term, a proficiency test is given to the students to evaluate their performance, and the results with feedback will be emailed to students, parents/guardians, and class teacher. The school welcomes cooperation with parents/guardians.

PEDAGOGY AND LANGUAGE TEACHING METHODOLOGY

The school facilitates language acquisition and promotes all language skills simultaneously. Outcomes for reading, writing, listening and usage of language are defined for each subject. The head of foreign language department and curriculum managers monitor whether these competencies meet the needs of present education requirements and update them as needed.

SUPPORT SERVICES

Support from teachers:

- Create an environment for active language learning, filter out keywords and terms related to the unit/topic of the week/quarter of the course, explain their meaning, list and display them on the board.
- Teachers choose their methods and materials for language levels in accordance with the curriculum and the lesson plan.
- The priority subject teachers work with foreign language teachers to write and translate handbooks or manuals, prepare for Olympiads, competitions and organize professional development training.
- Develop the ability to express oneself on any topic by conducting a variety of activities based on previous knowledge and understanding within the unit.
- Encourage students to master usage of vocabulary, assign writing assignments every week/month, provide opportunities for developing writing skills by group editing and reviewing essays.

- Organize reading practices and activities on a weekly/monthly basis to improve reading comprehension skills by guiding students to develop their reading habits by preparing diagrams, graphics, tables, and posters.

Support from school:

Foreign language teachers and the librarian are responsible for introducing and recommending literature books for students to provide opportunities to read in multiple languages.

Students study at the school library with a good database containing a number of dictionaries, books, professional materials, scholarly articles, newspapers and magazines, and are able to request the required ones.

To provide students with additional language learning opportunities, they are allowed to study in a computer lab outside of school hours to access a variety of language learning software and websites.

English language teachers and IB teachers get useful materials from <https://www.twinkl.com/> and <https://www.thinkib.net/> to enrich their toolbox and use them.

The school counselor works closely with English language teachers and other professional teachers to assist graduating students in providing career guidance.

Support for teachers:

International curriculum teachers of "Shine Ue" school have an A1-B2 level in English and can prepare their curriculum in English.

The school takes placement tests from the professional teachers and staff at the beginning of the school year to improve their English language skills, and organizes the courses for each level by appointing the English teachers. As a result, teachers' professional, pedagogical, and communicative English language skills are improved.

TOEIC/IELTS/TOEFL preparation courses and English language teaching methodology seminars for English teachers are held in cooperation with native English speakers.

Professional teachers other than foreign languages study professional books, manuals, and brochures in English and prepare unit and regular lessons.

REVIEW PROCESS

Amendments to the language policy guidelines will be discussed and approved by the Teachers Council meeting with at least 70 percent attendance.

References

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6. Cambridge. (n.d.). *Cambridge principles into practice - languages guide for Schools*. Cambridge Assessment International Education. Retrieved December 14, 2021, from <https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/cambridge-principles-into-practice-languages-guide-for-schools/>
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8. "Teaching Cambridge at Your School." *Cambridge Assessment International Education*, Cambridge, <https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/>.



**Shine Ue School
Language Policy**



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