



# LANGUAGE POLICY

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**Muhammad al-Khwarizmi Specialized School**

**Language Policy**

**Programme(s): IB Middle years programme (Grades 5 - 9)**

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**Approved by:**

**Fazliddin Ismailov – Head of school**

**Review Cycle:**

**Annual (every April)**

Language philosophy Muhammad al Khwarizmi Specialized School is committed to multilingualism as a means to build understanding and inspire the sharing of diverse perspectives. Language development in the mother tongue deepens cultural bonds, while acquisition of additional languages extends the ability to communicate across linguistic boundaries (Standard A4).

**The school's language development and acquisition approach aims to:**

- Foster a love for language and literature;
- Develop skills in reading, writing, speaking and listening;
- Develop analytical, critical thinking and communication skills;
- Support a productive membership in the global community.

All teachers are language teachers at Muhammad al Khwarizmi Specialized School, showing commitment to language development in planning and practice (Standard C3-8). Language learning happens inside the classroom and outside, through structured lessons and casual communication.

This policy outlines the school's philosophy of language, its approach to learning and teaching, and the support for students and staff in language development. The policy aligns with the law of the Republic of Uzbekistan "On education," "On the state language," and other related legislation of RUz and applies to students, parents, faculty and staff. The policy aligns with the IB MYP Standards guiding language and language acquisition (International Baccalaureate: Programme Standards and Practices, 2014).

**Relevant IB MYP Standards**

- A4: The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

- A7: The school places importance on language learning, including mother tongue, host country language and other languages.
- A9/9a: The school supports access for students to the IB programme(s) and philosophy. / The school strongly encourages participation for all students.
- B1-5a: The school has developed and implements a language policy that is consistent with IB expectations.
- B2-8: The school provides support for its students with learning and/or special educational needs and support for their teachers.
- B2-11: The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
- C1-8: Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
- 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.
- C3-8: Teaching and learning demonstrates that all teachers are responsible for language development of students.
- C4-1 Assessment at the school aligns with the requirements of the programme(s)

### **Language profile of the school**

The language policy recognizes Uzbek as the official language of Uzbekistan and promotes Uzbek language development for all members of the community. All students attending Muhammad al Khwarizmi Specialized School are fluent in Uzbek as an admissions requirement, with many students showing fluency in Russian as well. All

staff are fluent in Uzbek, with many staff multilingual in Russian and English. Social communication uses the language of preference; official communication is produced in Uzbek.

### **Language learning at the school**

Languages are studied as both the exploration of the primary language, and the gaining of additional languages. Language and literature courses aim to develop critical thinking and analytical skills, deepen cultural understandings, and promote creativity and self-expression in the mother tongue.

Language acquisition courses broaden the students' ability to communicate beyond the borders of the mother tongue. All students are expected to communicate competently in languages of acquisition (Russian and English) by the time completion of the MYP 5 year. Language acquisition is approached as leveled instruction with student placement based on demonstrated ability.

### **Language of instruction**

The language of instruction at Muhammad al Khwarizmi Specialized School is Uzbek. Students are expected to demonstrate fluency in Uzbek as part of the admissions process. Russian and English are included in the school's curriculum as acquisition languages. Learning focus for mother tongue and additional languages includes reading, listening, speaking and writing domains. Cross-language opportunities are encouraged to promote critical thinking (Standard A7).

### **Language of communication**

The language of official communication at the school is Uzbek. This includes the production of documents, notices and verbal exchanges. Unofficially, community members speak in their language of preference, which may be Russian or English. Multilingualism is valued in the community, and opportunities to express ideas in languages other than Uzbek are encouraged.

### **Range of languages**

The prevalent languages present at the school are Uzbek, Russian and English. There is a small population of Uzbek nationals who speak Tajik in the home, but consider Uzbek the mother tongue.

### **Admissions and assessment**

The selective admissions policy requires that all students demonstrate fluency in Uzbek, the state language. Students who demonstrate fluency in Uzbek but require additional support in academic language acquisition are identified at admissions and provide language tutorial sessions. All students entering the school's grades 5-9 (MYP Years 1-5) are considered IB MYP students (Standard 9/9a). All assessments are produced in Uzbek, with the exception of English and Russian language acquisitions assessments. Assessments follow the criteria set forth in the relevant Language and Literature or Language Acquisition publications (Standard C4-1).

### **Language and literature**

The study of language and literature is taught in Uzbek as the established mother tongue. Language and literature are taught using the key concepts of communication,

connections, creativity and perspective. Related concepts include audience, imperatives, character, context, genre, intertextuality, point-of-view, purpose, self-expression, setting, structure, style and theme. Global contexts are used to promote transdisciplinary connections and learning opportunities. Assessments are criteria-based, and cover the four assessment domains for language and literature: analysis, organization, production and language use (Standard B1-5a).

## **Beliefs and practices**

Teachers of language and literature use the MYP aims and objectives, and consider these articulations as representative of best practice:

- Engagement in reading and writing workshops
- Facilitation of reading in all subject areas
- Providing cross-curricular opportunities
- Using a variety of texts and media, including global works and perspectives
- Promoting collaborative student experiences
- Using formative assessments to drive instruction
- Provide opportunities to increase intercultural awareness through language instruction
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## **Language acquisition**

The study of additional languages provides students the opportunity to understand the connections between language and culture, to extend their ability to communicate to a broader population, and to develop the ability to view issues and ideas from different



perspectives. Russian and English are the languages of acquisition at the school. Language acquisition is taught using the key concepts of communication, connections, creativity and culture. Related concepts are included based on the phase of the class. Global contexts are used to promote trans-disciplinary connections and learning opportunities. Assessments are criteria-based, and cover the four assessment domains of reading, speaking, listening and writing (Standard B1-5a). Students are assigned to language acquisition classes through internal placement testing. Language acquisition classes progress from Phase 1 to Phase 6, with the expectation that students will demonstrate Phase 6 competency in both Russian and English at the end of the MYP 5 year (Standard C3-7).

### **Beliefs and practices**

Teachers of language acquisition use the MYP aims and objectives, and consider these articulations as representative of best practice:

- Set goals based on an outcome of proficient communication, regardless of a student's starting point or background in the language
- Include aspects of culture as part of the curriculum
- Employ an interactive approach to language learning
- Integrate the skill areas of listening, speaking, reading, writing, and viewing
- Embed grammatical structures and vocabulary development within instruction Use formative assessments to drive instruction.

### **Strategies to support teachers and students**



All members of the school community are expected to implement the language policy. All students are expected to master their primary language and show progress in their acquisition languages. All teachers are expected to fulfill their role as language teachers, and as models of a multilingual society. The school will ensure that structure and staffing are in place to support the development and acquisition of language. Parents should support the multilingual nature of the school and encourage their children to develop language skills.

### **Support for students**

The school offers regularly scheduled language support and language acquisition classes as part of its extracurricular programming. Students requiring additional support are identified by their language teachers and class teachers, and entered into these sessions (Standard B2-8)

### **Support for teachers**

The school hosts frequent in-house professional development opportunities to support teachers in developing language teaching skills in the primary or acquisition languages. In addition, the school's relationship with the Center for Pedagogical Excellence provides opportunities for teachers to seek expert guidance in subject teaching and pedagogy (Standard B2-11). Lead teachers are enrolled in IB subject workshops to support colleagues in implementing the program requirements. Teachers who do not speak one of the three official IB languages for publications will be provided with internal translations of the subject guides and relevant policy documents.

## **Support for planning**

Collaborative planning time for the development of conceptual learning and transdisciplinary units is built into the school schedule. All teachers are language teachers at the school, and are encouraged to find opportunities in their planning to infuse the development and acquisition of language as an extension of their own subjects (Standard C1-8),

## **Policy communication and revision**

This policy is communicated to parents and students at admission, and to staff during on-boarding. The policy will be published on the school's website. The Director of the school and the IB Coordinator are responsible for ensuring that all community members are aware of the policy and understand their roles toward developing the multilingual character of the school.

## **Policy Review**

The development of the language policy is driven by the stakeholders: students, staff and MYP coordinators. Review of the policy is held at the end of each academic year by a diverse ad hoc language committee using a variety of data collected from classroom observations, assessment results, and program requirements to ensure the policy continues to support the language goals of the school and continues to align with the requirements of the MYP.

## **Links to Other Policies**

The Complaints and Appeals Policy at Muhammad al-Khwarizmi Specialized School (MAKSS) operates within a coherent and interconnected policy framework that ensures fairness, transparency, consistency, and accountability across all aspects of school life. The policy is closely aligned with other core school and IB policies to support effective resolution of concerns and informed decision-making.

### **Academic Integrity Policy**

Complaints and appeals related to academic conduct, assessment decisions, or student work are addressed in alignment with the principles outlined in the **Academic Integrity Policy**.

This ensures that concerns regarding authenticity, ethical conduct, investigation procedures, and sanctions are handled consistently and fairly, in accordance with established school and IB expectations.

### **Assessment Policy**

The **Assessment Policy** provides the framework within which assessment-related appeals are reviewed. Appeals concerning assessment outcomes are evaluated with reference to IB MYP assessment criteria, moderation procedures, and documented evidence to ensure procedural fairness and consistency of judgement.

## **Language Policy**

The Language Policy supports clarity and accessibility in the complaints and appeals process by ensuring that communication is clear, respectful, and understandable for all members of the school community. Where appropriate, complaints and appeals may be communicated and explained using student- and parent-friendly language, with support for multilingual communication (Uzbek, English, and Russian).

## **Inclusion and Learning Support Policy**

The Inclusion and Learning Support Policy ensures that complaints and appeals procedures are accessible to all students, including those with identified learning needs or disabilities.

Reasonable adjustments are made, where appropriate, to ensure equitable access to the process without compromising fairness or confidentiality.

## **Monitoring and Review**

### **Quality Assurance Cycle**

The Complaints and Appeals Policy is reviewed annually in April as part of the school's institutional quality-assurance cycle.

The review is led by the School Leadership Team in collaboration with the IB MYP Coordinator, drawing on records of complaints, appeals outcomes, and stakeholder feedback.

Recommendations arising from the review are submitted to the Head of School for approval to ensure transparency, accountability, and alignment with school-wide priorities.

### **Continuous Improvement Actions**

Insights gained from complaints and appeals are used constructively to strengthen school practices and prevent recurrence of issues.

Information from the review process is used to identify systemic concerns related to communication, assessment practices, or procedures; refine staff understanding of school policies and IB expectations through targeted professional development; improve clarity in policy communication and stakeholder engagement.

These improvement actions are integrated into the school's Professional Learning Plan and leadership review processes, reinforcing a culture of reflection, fairness, and continuous improvement in alignment with IB MYP Standards and Practices.

## **References:**

1. International Baccalaureate (2014) *MYP: From principles into practice*. Cardiff: International Baccalaureate Organization.
2. International Baccalaureate (2014) *Programme standards and practices*. Cardiff: International Baccalaureate Organization.
3. International Baccalaureate (2020) *MYP language and literature guide*. Cardiff: International Baccalaureate Organization.
4. International Baccalaureate (2020) *MYP language acquisition guide*. Cardiff: International Baccalaureate Organization.
5. Muhammad al-Khwarizmi Specialized School (2025) *Language policy*. Version 1.0. Tashkent: Muhammad al-Khwarizmi Specialized School.