



«XXI Century Integration» International Secondary School



МЕЖДУНАРОДНАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ ШКОЛА
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Language Policy

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‘XXI Century Integration’ Language policy guide

*A language policy is an action statement ...
It is concerned less with
where the students in a school are going,
and more with how they are going to get there.
Language Policy in Schools, Corson (1999)*

What is a language policy?

A language policy is derived from the school’s language philosophy and is a statement of purpose that outlines goals for language teaching and learning. It is constructed around pedagogical and learning beliefs and is therefore also a statement of action describing practices for achieving and evaluating goals¹.

School language policy correlates with the school mission and strategy to develop internationally minded people who respect individuals, groups and communities, accept responsibility for their own actions and consequences and help to create a better and more peaceful world.

The core of the work and strategic development of our school are based on the six principles:

- * **Motivation:** We seek to create a better world through education.
- * **Intercultural awareness:** we accept and appreciate diversity
- * **Quality:** We value our reputation based on our high standards of academic achievement
- * **Participation:** Everyone who is interested receives detailed information about the educational process and has the opportunity of influencing it;
- * **The Partnership:** We achieve our goals by working together
- * **Leadership:** We strive for innovation in teaching activities and appreciate our teachers' creativity.

XXI Century Integration has an inclusive school policy and all students are welcome. We offer the IB Primary Years Programme, the IB Middle Years Programme and the IB Diploma Programme and/or the National Russian Programme where most subjects are taught in Russian, the mother tongue of most pupils. The language of instruction in the Diploma Programme is English.

The school implements its principles by integrating Russian traditions in education with the achievements of European educational systems. This, above all, implies serious study of more than one language. In addition to language courses, as well as purely linguistic, regional and cultural studies, we provide opportunities to learn some subjects in a foreign language. Pupils can also choose to study French, German, Spanish and Chinese as an additional language. If there is a request on the other languages, the school organizes that as well. We recognize the fundamental role that language learning plays in the learning process. Each teacher is a language teacher because we are all to facilitate the development of both oral and written communication skills.

International literature, training manuals and IT software are an important part of the learning process. The school's teachers also undertake regular professional development in schools-partners abroad, at the International Baccalaureate conferences and workshops.

¹ Guidelines for developing a school language policy, IBO, 2007

Foreign languages are introduced and taught mostly by native-speaking teachers. We believe that the Content and Language Integrated Learning approach is the most effective as it “calls for the development of a special approach to teaching in that the non-language subject is not taught *in* a foreign language but *with* and *through* a foreign language” (Eurydice, 2006: 8). This allows for a richness of educational experience. The traditions of classical education and modern teaching methods are relevant to the practical needs of contemporary society. Those principles of education which are only focused on the transfer of already prepared knowledge and skills from teacher to student obviously no longer meet any challenges of the changing world. We strive to teach students to extract, organize and analyze information independently and creatively solve theoretical and practical problems. It improves linguistic and communicative competence and increases learner motivation and confidence.

The task of the school a basic school curriculum and to prepare for further university studies. The school addresses these issues by offering career guidance to the students, creating individual teaching plans, recruiting teachers familiar with university teaching methods and organizing career development courses. While preparing their students for university entrance examinations, the teachers' special efforts are targeted at training them for future independent, systematic study at university level.

Developing the ‘XXI Century Integration’ School language policy

Step one: Establishing the language policy steering committee.

When the school was founded in 1996 the School governing body discussed and introduced the school mission Statement and as a part of it - Language Policy. The language departments were formed as follows:

- Foreign Languages Department
- Russian Language & Literature Department

When the School applied for IB MYP (approved in 2003) and DP (approved in 2006) the language policy was revised and adapted.

Step two: Writing the school language philosophy

School language philosophy was created. It was translated to the school stakeholders through school documents such as Charter of the school, the school manual for parents.

Step three: Reviewing the current language situations and practices and compiling a school language profile

The school language policy is revised and improved with every change in the environment. New foreign language are introduced (Serbian, Spanish, Chinese, Croatian, Greek, French) if there is a necessity (upon request of the students of the XXI Century Integration or transfer students).

Step four: Further considerations

The school language policy can be changed in case of any changes in the environment (depending on the number of students and their needs). Principal, IB coordinators, Heads or Foreign language Department and Russian Language & Literature Department are responsible for monitoring the changes and updating the language policy.

It is promoted and translated through direct communication to parents, through school web site

and through school promo materials. Language policy is stated in Russian language in a Year book that distributed to all the parents at the beginning of each academic year.

Making the language policy a working document

Step one: Review process

The Language policy is revised every school year based on the new ideas, students' results analyses, languages curriculum changes (according to changes in PYP, MYP, DP language guides and Russian State program) and changes in the environment.

Step two: Linking the language policy to other documents

The language policy is reflected in Assessment, Admission and Special educational needs policies.

Linking to Assessment and Admission

Sometimes students even passing the stipulated requirements to enter the Diploma Programme face difficulties in English. They receive extra English lessons and complete special formative assessment tasks that are designed by teachers in order to improve students' language knowledge and skills. All subject teachers understand that they are English language teachers as well. We work with students to create lists with translations of key terms and words into Russian. It helps them better understand the subject and values the significance of mother tongue.

English plays an important role in Pre-Diploma Programme, a two-year course which includes the study of **academic writing, public speaking and debate club**. **Academic writing** skill is very significant because it enables the students to communicate their ideas well in structured and organized manner. Academic writing course aims to prepare students for written assignments in the Diploma Programme and written tasks for university admission. Public speaking course aims to help the students develop excellent communication and presentations skills which they will need to fulfill IB mission - to create a better and more peaceful world through education, intercultural understanding and respect. Debate club is a space for independent search for answers to the questions that are beyond the disciplines, for creative activity of students in dialogue with each other and the school teachers.

Linking to Special Educational Needs

XXI Century Integration believes that every child is gifted. Studying mother tongue language and foreign languages help students to develop their identity and self-esteem, to understand and respect each other. Students may study as many languages as they want and can (school ensures that the individual educational plan is balanced). School provides diversity of opportunities both for students who need additional guidance in language acquisition and who demonstrate excellent level. These students are invited to pass language proficiency tests and participate in local and international language conferences, competitions and Olympiads.

School ensures that students' mother tongue language is constantly supported. In order to do this school organizes weeks of international menu of those nationalities and cultures that are presented at school. During these weeks the school is decorated with photos that are related to these cultures, students and teachers may come in their national costumes, special videos are shown on TV in the hall.

Step three: Communicating the policy

The Language policy is promoted through internal school communication and external school promotional activity.

Learning a language, learning through language in ‘XXI Century Integration’ International Secondary School

As in the school students study subjects according to Russian Federation State programme and IB Programme (PYP, MYP, DP) the subjects are taught in 2 languages: Russian and English (apart from foreign languages). The language of instruction in PYP and MYP is Russian (the state language). The language of instruction in DP is English.

Mother tongue (Russian)

As a rule, Russian is the mother tongue of all students or their command of Russian is similar to their mother tongue, with very few and rare exceptions.

If a student needs additional language support the individual approach is applied to such students both at lessons and extra curriculum activities by all teachers involved to meet the needs of such student.

The school actively supports the development of the Russian language of the students. In the frame of the Language A subject group Russian is additionally taught as a separate subject. The Russian language curriculum is very comprehensive, deep and complex and allows students to study both practical and theoretical aspects of the language and develop the corresponding language skills.

Some DP students do two programmes simultaneously, IB Diploma programme and the Russian National Curriculum. In this regard when students choose Language A, the number of hours of studying Russian increases to meet the requirements of the Russian National Curriculum in Russian as well.

Time allocated for studying Russian (not including Literature) in MYP:

Grade 5 (Year 1) 5 lessons/ 3 h 20 min

Grade 6 (Year 2) 5 lessons/ 3 h 20 min

Grade 7 (Year 3) 5 lessons/ 3 h 20 min

Grade 8 (Year 4) 4 lessons/ 2 h 40 min

Grade 9 (Year 5) 4 lessons/ 2 h 40 min

In DP Language A (Russian) is studied both at Higher or Standard level.

Time allocated for studying Language A Russian (Russian A: Literature) in DP + the Russian National Curriculum in Russian:

Year 1 DP (Grade 10) 3 lessons (Russian Curriculum)/ 2 h + 4 lessons (SL)/6 lessons (HL)/ 2 h 40 min/ 4 h

Year 2 DP (Grade 11) 3 lessons (Russian Curriculum)/ 2 h + 4 lessons (SL)/6 lessons (HL)/ 2 h 40 min/ 4 h

Learning the Russian language is addressed in extra curriculum activities (such as the whole-school and nationwide academic competitions and contests).

The Russian language is addressed in interdisciplinary learning; the School makes efforts to promote appropriate Russian grammar standards in all subjects among students.

Other mother tongues

Foreign students are offered learning Language A (English A: Language and Literature²) at Standard or Higher level in DP.

Time allocated for studying Language A in DP:

Year 1 DP (Grade 10) 4 lessons (SL)/6 lessons (HL)/ 2 h 40 min/ 4 h

Year 2 DP (Grade 11) 4 lessons (SL)/6 lessons (HL)/ 2 h 40 min/ 4 h

The School provides opportunities for students to learn other languages in addition to the Russian language. Teaching English, French, Spanish, German, Chinese, Italian is provided in the School.

English language

According to the School requirements each student studies two other languages in addition to the Russian language. Studying English is compulsory. On the basis of students' previous experience in learning English (in the Primary school) the students in MYP are divided into groups according to their level of knowledge. For each class two or three groups are formed. Students can be moved among the groups depending on their results at the end of a reporting period.

Teachers provide additional lessons and counseling for students that lag behind.

Students are given an opportunity to develop their language skills through using a variety of individual tasks during lessons.

Additionally for such students the School provides an opportunity to study English beyond the curriculum within extra-curriculum activities. The school suggests a variety of courses, such as preparation for international exams (Flyers, KET, PET, FCE, IELTS, TOEFL, CAE) and English theatre. Students have an opportunity to host their own radio program in English.

Teachers use both national and international textbooks and other materials.

Time allocated for studying English in MYP:

Grade 5 (Year 1) 8 lessons a week/ 5h 30 min

Grade 6 (Year 2) 8 lessons a week/ 5h 30 min

Grade 7 (Year 3) 8 lessons a week/ 5h 30 min

Grade 8 (Year 4) 8 lessons a week/ 5h 30 min

Grade 9 (Year 5) 8 lessons a week/ 5h 30 min

² Other courses can be opened upon request

3 English lessons in all the grades are necessarily taught by the native teachers. In Grade 8 and 9 MYP students have Academic writing and Public speaking courses as part of the Pre-Diploma Programme.

English in Diploma Programme

After studying languages in PYP and MYP our students decide what is the best for their future:

- If their English is proficient, they can take English A (we offer English A: Language and Literature SL & HL) instead of English B HL and they can take another Language B course³.
- If student wants to learn a new language, we offer a Language ab initio course.

If the student passed the Entrance exam but doesn't need English B HL, we offer English B SL as well for those who may struggle with HL requirements.

Time allocated for studying English A: Language and Literature/ English B in DP:

Year 1 DP 6 lessons HL (40 min. each, total 4hours) / 4 lessons SL

Year 2 DP 6 lessons (40 min. each, total 4hours) / 4 lessons SL

Learning English is addressed in the extra curriculum activities (such as the English language weeks; festivals; various hobby groups; academic competitions and contests and preparation for them, etc.).

French, Spanish, German, Chinese, Italian/other languages

According to the School requirements each student studies two other languages in addition to their mother tongue. Studying English is compulsory. The second language can be chosen by students from a list of French, Spanish, German, Chinese in MYP and DP⁴.

In DP before the beginning of any language course students are interviewed by a teacher in order to help to determine an appropriate level of study (HL, SL or ab initio).

In MYP up to three groups are formed (English, French, Spanish, German, Chinese) in one class depending on the student's choice.

Teachers provide additional individual lessons and counseling for the students that lag behind.

Additionally for such students the School provides an opportunity to study French, Spanish,

German, Chinese beyond the curriculum within extra-curriculum activities as the third foreign

³ Currently we offer French, German, Spanish languages in the IB DP. If we have a request on another language (for example, previously we had Italian but not French and Spanish), we will recruit a teacher, request a professional development (IB) and offer a course which is needed.

⁴ If we have a request on another language we will recruit a teacher, request a professional development (IB) and offer a course which is needed. PYP students may also study a second language if they want and can.

language.

Teachers use both national and international textbooks (of different levels - A1, A2, B1, B2, C1) and other materials of the appropriate level.

Time allocated for studying French, Spanish, German, Chinese/ other foreign language in MYP:

Grade 5 (Year 1) 3 lessons/ 2 h

Grade 6 (Year 2) 3 lessons/ 2 h

Grade 7 (Year 3) 3 lessons/ 2 h

Grade 8 (Year 4) 3 lessons/ 2 h

Grade 9 (Year 5) 3 lessons/ 2 h

Time allocated for studying Language B German, French, Spanish, Chinese (Mandarin)/ other language upon request in DP:

Year 1 DP 4 lessons / 2 h 40 min (SL/ab initio), 6 lessons/ 4 h (HL)

Year 1 DP 4 lessons / 2 h 40 min (SL/ ab initio), 6 lessons/ 4 h (HL)

Learning French, Spanish, German, Chinese is addressed in the extra curriculum activities (Academic competitions and contests and preparation for them, hobby groups, language weeks, festivals, etc.).

The School provides students an opportunity to prepare for the international exams: DELE (A1, A2, B1), DELF (A1,A2,B1), FIT (A1,A2,B1), HSK (A1,A2,B1,B2,C1).

For foreign students school can offer learning Russian ab initio (4 lessons/ 2 h 40 min).

Assessment

Internal assessment

At the end of every year students pass internal language exams and assessed according to internal assessment system⁵.

External assessment

To control the effectiveness of language studied children are offered to take:

- International exams (Flyers, Movers, KET, PET, FCE, IELTS, TOEFL, CAE, DELF,DELE, FIT, HSK, Russian exams for foreign students)
- State exams in the 9th grade and the 11th grade (graduation exams) include Russian language exam (obligatory) and foreign language exams (obligatory in our school).

⁵ For additional information see Assessment policy.

- DP students who take Languages (Group 1, Group 2) take their international exams according to IB DP schedule and assessment.

Additional events to support students' progress in language learning

School events enhance language study by arranging involving and entertaining events for students, parents, school staff and local community. To compare language knowledge and skills the school takes part or organizes competitions in different languages. The school takes part in local Olympiads and language marathons annually.

The school arranges Moscow State competition “My little France”, “My little Germany”, “My little Spain”, “金卷” (“Golden roll”).

Students go to Russian theatres to see famous plays, visit museums and sights.

To promote language policy and motivate students to get knowledge the school organizes the weeks of Philology, which include competitions, lectures, students' round tables and other activities such as the competition “alive pictures” where students were asked to present one scene from Russian and World classical literature, the competition in reciting poetry. Moreover, the school organizes the weeks of foreign languages, which include competitions, workshops. We celebrate a various range of traditional holidays and festivals, such as the Chinese New Year, listen to traditional music, eat Chinese food, exercise in calligraphy, do taichi.

To practice language children can take part in school project “Theatre in English”. The performance is held in April in one of Moscow theatres as a part of Final school concert and “Open Doors Day”.

The library has a vital role in the promotion of literacy and therefore the development of students' language. The library holdings include texts in all of those languages that are offered in the curriculum and library development takes all languages into consideration. The school is also interested in developing a more extensive range of library offerings for mother tongue languages in the school, and in housing these in the library.

XXI Century Integration Summer school in Croatia⁶

‘XXI Century Integration’ International Summer School offers summer programme for students aged 7-18 following international syllabus, as well as for their parents. Students have the opportunity of combining curriculum study in English together with creative development and various fun activities in one of the most picturesque corners of Europe — the Croatian seacoast. It is located in Primosten Town. It is an opportunity to improve their language as well as broaden their cultural experience.

Trips

Every year school organizes international and local trips: visiting A. Chehov's places (excursion trip), museum of M. Tsvetaeva (Russian poet), excursion trip to Borodino, trip around the Golden ring⁷.

⁶ <http://integration21.ru/en/croatia/>

⁷ For additional information see Year book for parents.

In autumn/spring break we organize a traditional “Visiting a country of the second foreign language”.

Teacher and other staff’s language

Teachers in the school are Russian, American, British, Azerbaijanian, Arabic, Ukrainian, Armenian, Nigerian, Cameroonian and other nationalities. The School expects from all subject teachers to use any opportunity to bring the students’ attention to their language mistakes to maintain the language literacy. The teachers of Russian provide counseling not only for students but also for other teachers and non-teaching staff (including proofreading) on demand.

All DP teachers speak English⁸. Majority of the school staff speak English, teachers have opportunity to improve their language as English course at Starter and Intermediate level are provided (for free). Every year teachers are offered seminars, webinars, lectures, IB training workshops to acquire additional skills in teaching and to enhance their language skills.

Parents

Most parents are Russian speakers therefore communication is mostly in Russian although we have English communication for non-Russian speakers, too.

Parents are informed about the school’s policies, schools’ activities and are invited to take part in it (from language lessons up to travelling with their children; parents always actively participate in CAS) via Year book, weekly information bulletin and social media (Facebook, Instagram).

Parents are informed about their students’ language progress as a part of communication process to parents.

⁸ For additional information about staff see Management and staff profile

Supporting documents

- 1) Guidelines for developing a school language policy, IBO, 2008
- 2) Learning in a language other than mother tongue in IB programmes, IBO, 2008
- 3) Language and learning in IB programmes, IBO, 2011
- 4) Guidelines for school self-reflection on its language policy, IBO, 2012
- 5) Language Policy, IBO, 2014
- 6) Learning stories, IBO
- 7) School Year book for parents