



«XXI Century Integration» International Secondary School



МЕЖДУНАРОДНАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ ШКОЛА **ИНТЕГРАЦИЯ XXI ВЕК**

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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

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

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.

Foreign languages are introduced and taught usually 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 and reviewing the ‘XXI Century Integration’ School language policy

Step one: Establishing the language policy steering committee.

After the school foundation in 1996 the School Principal and administration 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), DP (approved in 2006) and PYP (approved in 2013) the language policy was revised and adapted. Since that time it has been revised by Vice-Principal, IB coordinators and Heads of languages departments every school year according to the requirements of IB.

Step two: Writing the school language philosophy

School language philosophy was created by Principal, Vice-Principal, IB Coordinators and Heads of languages departments . It was translated to the school stakeholders through school documents such as Yearbook (handbook) 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 languages are introduced if there is a necessity (upon request of the students of the XXI Century Integration or transfer students). (For example, we had Greek, Serbian and Croatian students, transfer students with French and Spanish). Currently XXI Century Integration offers English, French, German, Spanish and Chinese.

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, Vice-Principal, IB coordinators, Heads or Foreign language Department and Russian Language & Literature Department are responsible for monitoring the changes and updating the language policy.

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 Admission policy

PYP

Upon admission to school, a student takes an English test for writing reading and speaking. The test is necessary to identify the level of English proficiency in groups.

Students take Russian test (Russian language + literature) for writing and reading.

MYP

The wide array of cultural backgrounds means that students' educational and personal experiences and opportunities may vary. The admission committee therefore carefully considers all applicants according to their individual abilities and skills. The crucial part of the admission process is the applicant's personal Russian and English test (if student does not speak Russian then only English) - which outline their achievements — and a personal interview. It is important for the teachers from the Language & Literature Department and the Foreign Languages Department to know each student, taking into consideration their educational background and potential.

English plays an important role in the 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.

DP

One of the entrance exams to enter the Diploma Programme is English (students need to choose the title that they like more than others and write a well-structured essay that will demonstrate critical thinking and academic writing skills in 90 minutes. XXI Century Integration students are prepared for English exam during the academic writing course).

Sometimes even those students who pass 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, subject-specific vocabularies. It helps

them better understand the subject and values the significance of mother tongue.

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 (small different group of instructions, additional lessons for those who need it) 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.

Step three: Communicating the policy

The Language policy is promoted through internal school communication and external school promotional activity. It is 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 and available for students.

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. According to the Russian Language curriculum, students study Russian Literature and Russian from grade 1 to grade 11.

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 studies in language and literature Russian is additionally taught as a separate subject too. The curriculum is very comprehensive, deep and complex and allows students to study both practical and theoretical aspects of the language, develop the corresponding language skills and encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

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

Learning the Russian language is addressed in extra curriculum activities (such as the whole-school and nationwide academic competitions and contests), weeks of Russian Language & Literature Department.

Time allocated for studying Russian (including studying Literature in Russian) in **PYP**:

Grade 1-4 (Year 1-4) 8 lessons/ 5 h 30 min

Time allocated for studying Russian (including studying Literature in Russian) in **MYP**:

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

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

Grade 7 (Year 3) 6 lessons/ 4 h

Grade 8 (Year 4) 6 lessons/ 4 h

Grade 9 (Year 5) 7 lessons/ 9 h 30 min

Time allocated for studying Russian (including studying Literature in Russian) in **High school** (students who continue to studying in the National Curriculum without the IBD):

Grade 10: 8 lessons/ 5 h 30 min

Grade 11: 8 lessons/ 5 h 30 min

Time allocated for studying Russian in **DP**:

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.

In DP Language A (for Russian A we offer course Russian A: Literature) is studied both at Higher or Standard level.

Time allocated for studying Russian A 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

Other mother tongues

XXI Century Integration 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 (students actively participate in designing menu). 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. The School also can arrange private mother tongue lessons at the request of the parents.

Irrespectively wherever they come from, foreign students can get a significant part of the training in their native language, studying other subjects in English or Russian. The school has a long tradition of training bilingual students who regard two or even three languages as their native ones and speak them fluently. For such students additional courses of Russian or their native language are offered on a regular basis.

In **PYP** and **MYP** if a student does not know Russian at all but wants to study it the school organizes a special language support and design an individual education plan where they have classes in English.

In **DP** foreign students are offered learning Language A (English A: Language and Literature²) at Standard or Higher level.

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

² Other courses can be opened upon request in advance (to organize professional development)

Language acquisition.

Foreign languages

The School provides opportunities for students to learn other languages in addition to the Russian language. Currently we teach English, French, Spanish, German and Chinese.

English as the main foreign language

According to the School requirements each student studies two other languages in addition to the Russian language. Studying English is compulsory. English has become one of the most important school subjects, which means that the students are not trained in language skills only, but that English plays the main part in the school curriculum. The link with other disciplines supplies the students further tools that they can use to better communicate in the domestic environment and abroad.

PYP

The competitive approach is aimed at providing such conditions. In connection with this, it is advisable to introduce into practice the use of European language portfolio for self-assessment of knowledge of non-native languages.

A learner of the 4th grade must:

- communicate with an interlocutor and be able to present him- or herself as well as talk about their interests and hobbies;
- be able to understand the message of a text (a short story, a tale);
- be able to identify the basic textual elements (introduction, the main body, conclusion);
- comment and express his own opinion on a text;
- be able to apply contextual guessing;
- read and discuss works of foreign authors;
- be able to use printed and web resources to get information;
- be able to carry out mini-research, using several sources of information;
- take part in role-games and mini-dramas in a foreign language;
- be able to compare the traditions of his country with those of the target culture;
- carry out self-assessment of language and speech competence using European language portfolio.

Time allocated for studying English in PYP:

Grade 1-4 (Year 1-4) 8 lessons a week/ 5h 30 min

MYP

The curriculum at secondary school comprises five years of three terms each, in the

course of which students take regular English classes. 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. At the end of the year, the MYP students take an exam in English in accordance with the four aspects of learning — Reading, Writing, Listening and Speaking.

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.

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

Five English lessons in all the grades are necessarily taught by the native teachers/teachers who have extensive experience teaching English in Anglophone countries. In Grade 8 and 9 MYP students have 2 Academic writing lessons and 1 Public speaking lesson as part of the Pre-Diploma Programme.

Additionally, PYP and MYP students can study English beyond the curriculum within extra-curriculum activities. The school offers a variety of courses, such as preparation for international exams (Starters, Movers, Flyers, KET, PET, FCE, IELTS, TOEFL, CAE).

School offers special courses for those who aim to learn more technical terms in different areas of science and those who will choose Math's, Sciences or IT as their major in the upper forms.

In addition to academic "grammar/vocabulary" classes, we offer our students to take part in school project "Theatre in English".

DP

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

National Curriculum

Those who have not chosen the Diploma Programme continue studying English to pass a compulsory Russian state exam. The high school curriculum comprises two years of two semesters each.

Grade 10 6 lessons / 4 hours

Grade 11 6 lessons / 4 hours

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.).

Traditional events

School organizes annual events hold in English: Royal Maths, Sciences Olympiad, Children For a Better World International Conference for PYP, MYP and DP students, 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.

Teachers use both national and international textbooks (of different levels - A1, A2, B1,

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.

B2, C1) and other materials of the appropriate level. 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, and Chinese beyond the curriculum within extra-curriculum activities as the third foreign language.

PYP

Despite the fact that a second foreign language is not mandatory in the PYP, we organize group courses or individual classes for those who need it on request.

MYP

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

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

DP

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).

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)

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.

In MYP students are also assessed for completing their community and personal projects.

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).
- 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

The IB learner profile presents a communicator as a person who can understand ideas and information confidently and creatively in more than one language and in a variety of communicative modes. Both verbal and non-verbal communication lies in the focus of IB methodology. Therefore, in order to encourage students to develop their thinking, communicative and self-managing personalities, school teachers offer participation in local and regional Olympiads, as well as language contests on a regular basis. School events enhance language study by arranging involving and entertaining events for students, parents, school staff and local community.

The school has been arranging and holding second foreign language contests for the Moscow city schools in French, German and Spanish as a second foreign language. The school arranges Moscow State competition "My little France", "My little Germany", "My little Spain", "金卷" ("Golden roll").

English drama as an excellent opportunity the challenge the routine of academic work by introducing performing activities into everyday communication. Every April young actors successfully perform on the stage of the Moscow "Home of Music" as a part of Final school concert and "Open Doors Day".

Almost every month students are supposed go on school trips to the city theatres to

⁵ For additional information see Assessment policy.

see the best productions of classical plays, famous plays, visit museums and sights.

School supports such activities as hobby groups, language weeks, etc.

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.

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 6-18 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, etc.

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

Teachers' and other staff's language

Teachers in the school are Russian, American, British, Azerbaijanian, Arabic,

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

⁷ For additional information see Year book for parents.

Ukrainian, Armenian, Nigerian, Pakistani 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.

Dominating as the language of instruction and paperwork, Russian often gives its place to English that is spoken at the meetings attended by foreign teachers. Special courses for teachers who have no good command of spoken English are organized, and the teachers are encouraged to join in. If the workshops are held in English the School provides translation for those who do not speak English or do not speak well.

All DP teachers speak English⁸. 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 events) via Year book, weekly information bulletin and social media (Telegram, etc.).

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

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) Guidelines for developing a school language policy, IBO, 2008
- 7) Learning stories, IBO
- 8) School Year book for parents

⁸ For additional information about staff see Management and staff profile