

## **LANGUAGE POLICY**

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Language as a means of thinking and communication is central to learning at "LETOVO School" (hereinafter referred to as the School). The school teachers are responsible for facilitating communication.

The main goal of teaching and learning languages in the School is the intellectual, personal and cultural enrichment of students, the development of their academic and creative potential.

The School considers it necessary to teach students to appreciate and use the riches of their native language, to instill in them a love of literature, to develop a culture of reading, because the better the learner knows and understands the language, the more effectively he uses it, the more successful he is in various spheres of his activity.

The study of languages is integrated into all subject areas and helps enrich and expand the life experience of students. Fluency in Russian and modern foreign languages is a long-term goal for students, and the development of their motivation and confidence in speech in communicative situations is the primary task of the School.

The School understands the importance of the native language for the formation of language development in the student and provides an opportunity for studying it.

The study of languages in the School is based on a holistic approach to education, understanding the characteristics of interaction between different cultures and intercultural communication, which is consistent with the principles of the International Baccalaureate.

## 1. Language of instruction and learning

1.1. The educational programmes of the School combine domestic regulatory requirements and approaches, as well as the principles of the International Baccalaureate (IBO). The goal of learning languages is not only "mastering" one or several languages, but also developing communicative skills and other general linguistic competencies among learners.

1.2. The main language of teaching and learning in the main school and in the senior section, working under the RF programme, is the Russian language. In the senior school working under the programme IB DP (the Diploma Programme) - English. The programme for Russian and English language has been developed in accordance with the Federal Law "On Education in the Russian Federation" of 29.12.2012 No. 273-FZ and Federal State Educational Standards for basic general and secondary general education. All students of the School pass the state final certification of the Russian and English languages in the 9th grade (in the format of the Basic State Examination (OGE)) and in the 11th grade (in the format of the Unified State Exam (USE)).

1.3 Students learn Russian and English language within the compulsory educational programme of the School, and also have the opportunity to study other modern foreign languages: French, Spanish, German or Chinese, as a second foreign language. The choice of the second foreign language is made, following the ground rules established by the School, the desire of the student or parents (guardians) and is reflected in the student's individual plan. The study of the second foreign language is compulsory within the Language Acquisition pathway of the Middle School; the choice within the other curricular pathways is made on the initiative of the student or parents (guardians).

1.4 The School has implemented the bilingual principle of education in grades 7-9 and provides an opportunity to study a number of subjects in both Russian and English.

1.5 According to the requirements of the International Baccalaureate, the study of foreign languages in the School passes through six phases. \* Taking into account the language proficiency of the student and the results of the admissions or placement testing, the English language training begins with the 3rd phase (in the 7th Grade) and continues to the 5th-6th phases (in the Middle Year Programme). The study of the second foreign language ranges from the 1st to 4<sup>th</sup> phase on an individual trajectory. The transition from one phase to another is carried out on the basis of having successfully completed an individual phase.

1.6 For students who are interested in deepening their knowledge of the Russian and foreign languages, the school provides various opportunities to improve their level of language skills: extracurricular courses, group lessons, participation in various (extracurricular) activities, clubs and societies.

1.7 The outcomes for the level of knowledge of the Russian language and the foreign languages studied for each class are clearly laid down in the syllabus of these subjects.

\*To be found on pages 5 & 6 in the Language Acquisition Guide.

## 2. Language culture

2.1. The School adheres to the norms of the literary language.

2.2. All teachers of the School form the language culture of students, motivate them to observe a single speech regime:

2.3. All teachers demonstrate literacy in terms of pronunciation, usage, speech, using the appropriate style.

2.4. All teachers correct the speech of the student if it contains deviations from standard spoken and written language.

2.5. When marking written work, teachers of subjects other than languages pay attention to the students' verbal, spelling, punctuation and grammatical errors, but do not take them into account when evaluating the work.

2.6. Provide uniform requirements for the design of written work and legible handwriting.

2.7. Contribute to the constant enrichment of vocabulary and the development of the learner's language proficiency.

2.8. Provide comprehensive language support for students for whom the language of teaching and learning is not native.

2.9. They use a variety of classroom activities and in extracurricular activities to improve the speech culture of students

2.10 Motivate and educate students to work with texts and use educational materials that meet the standards of the literary language.

### 3. Language support

3.1 The school understands that our students come with many different language backgrounds to our school and will all progress at a different pace

3.2 The school uses the language as a medium of inquiry, providing opportunities to challenge first language modelers and to develop second language learners all subjects

3.3 The school teaches language through context and relate new information to existing knowledge

3.4 The school provides language support beyond the classroom: ESOL, Language Camp, Homework, Guest Speakers in different languages, Tutoring, Anglophone culture boarding

3.5 Language Teachers strive to keep abreast of the most current research regarding dual language acquisition

3.6 All teachers provide meta-linguistic learning strategies for the students and give ongoing feedback on students' progress in all languages of instruction

3.7 When teaching languages in the School, the individual characteristics of students are taken into account, and, if necessary, they receive additional language support.

3.8 Teachers provide additional classes and consultations for students experiencing difficulties in learning languages.

3.9 In studying foreign languages, in particular, authentic materials of an academic and socio-cultural nature, materials from the media, fiction in the language of study are used.

3.10 In the case of the language of instruction not being the native language of the learner, the School provides access to resources for studying, developing and supporting the native language.

3.11 In 7-9 grades, subjects are taught with the inclusion of elements of the **CLIL** methodology\*\*, involving a partial study of the content of subject areas in English with simultaneous improvement of language skills. This method helps the students to progress to the subjects taught in English in the Diploma Programme of the Upper School.

\*\* Letovo School's CLIL Policy

3.12 Subject planning of lessons and preparation of materials in English is carried out jointly with the language Acquisition Department, which provides methodological support to teachers of other departments.

3.13 The school offers extracurricular language courses in English and other modern foreign languages, participation in study trips to the countries of languages studied, during the holidays, as well as preparation and participation in various external language testing.

3.14 Students with a high level of language competence (or those with a knowledge of a foreign language as a native speaker) and native speakers, are offered the opportunity to improve their language skills and expand the range of knowledge in the study of foreign language and literature.

3.15 The School supports the study of modern languages by all employees.

#### 4. Procedure for the creation, approval and revision of the language policy

4.1 The language policy of the School is developed by the language committee, discussed at the Teachers' Council and approved by the Director. The Committee encourages the participation of all members of the school community in the development and revision of this policy.

4.2 The policy is reviewed on a regular basis (once every three years).

#### 5. References

1. Federal Law "On Education in the Russian Federation" of 29.12.2012 № 273-FZ.
2. Language and learning in IB programmes, International Baccalaureate, September 2011.
3. Learning in a language other than mother tongue in IB programmes, International Baccalaureate, April 2008.

## Addendum

### Distribution of study hours for the study of Russian and foreign languages

The number of hours allocated for the study of Russian in the main and high schools is indicated in the table below

Grade	Allotted time		
	Number of lessons	Timings	Total teaching hours per year
7	4	2 hours 40 minutes	$90\frac{2}{3}$ hours
8	3+1	2 hours 40 minutes	$90\frac{2}{3}$ hours
9	3+1	2 hours 40 minutes	$90\frac{2}{3}$ hours
10	2+1	2 hours	68 hours
11	2+1	2 hours	68 hours

The number of hours devoted to the study of **literature** in the main and high schools is indicated in the table below

Grade	Allotted time		
	Number of lessons	Timings	Total number of hours per year
7	3	2 hours	68 hours
8	2 or 3	1 hour 20 minutes or 2 hours	$45\frac{1}{3}$ hours
9	3 or 4	2 or 2 hours 40 minutes	68 or $90\frac{2}{3}$ hours
10	3 or 5	2 hours or 3 hours 20 minutes	68 or $113\frac{1}{3}$ hours
11	3 or 5	2 hours or 3 hours 20 minutes	68 or $113\frac{1}{3}$ hours

Note: The number of hours depends on the chosen pathway, in the Humanities pathway the teaching load is increased by 1 (one) hour.

The number of hours spent studying English in the main and senior (according to the RF programme) school is indicated in the table below

Grade	Allotted time		
	Lessons	Timings	Total number of hours per year
7	5	3 hours 20 minutes	$113\frac{1}{3}$ hours
8	4+2 or 5+1	4 hours	136 hours
9	4+2 or 5+1	4 hours	136 hours
10	5+1	4 hours	136 hours
11	5+1	4 hours	136 hours

Students in the main school can study a second foreign language for a duration of 3 (three) hours. The study of the second foreign language in the Humanities pathway is mandatory.

The number of hours allocated for studying a second foreign language in the senior school following the RF programme is indicated in the table below

Grade	Allotted Time		
	Lessons	Timings	Total number of hours per year
10	3	2 hours	68 hours
11	3	2 hours	68 hours

The number of hours devoted to the study of the native language and literature or a foreign language in a senior school working under the IB DP programme (the Diploma Programme) is indicated in the table below

Level of study	Allotted time		
	Lessons	Timings	Total number of hours over the two years
Standard	3	3 hours	180 hours
Advanced	4	4 hours	240 hours