



Private  
Lomonosov School  
Nizhny Novgorod

# Language Policy

## IB Diploma Programme

### Language Philosophy

The Private Lomonosov School Nizhny Novgorod recognizes that language is central to cultural and individual identity, emotional and intellectual development, knowledge construction, academic success, independence, and future professional achievement in the world.

As language is the primary means of communication, we place high value on teaching learners to be able to use language proficiently in all its spoken and written aspects. Based on these reasons, the PLS IB DP understands that, in practice, all teachers are language teachers with responsibilities in facilitating communication and linguistic development.

The PLS respects and supports the growth of student's home and school languages – Russian, the predominant mother tongue; English and German; or other home languages.

### Language Profile

Most of the students at the PLS speak Russian which is their mother tongue. However, other languages are spoken by international students who attend our school for periods of time varying from one month to a full school year. Languages spoken by these students are often German, French, Czech, etc.

Most of our PLS and international students have an ability to understand and function in English, which is the medium of instruction. This diverse population allows all students to be exposed to those who speak a language other than English which encourages cultural appreciation and understanding.

The diversity of language needs for all learners across the school. This should include information on the languages of teaching and learning, the languages of communication used in the school and outside the classroom, and the range and types of mother tongue in the community.

*Medium of instruction- English.*

*Working Language- English and Russian.*

*Access Language- English, Russian and German.*

*Internal Working Language-English and Russian.*

- Inside the classrooms- English. However, the students use their mother tongue to comprehend, read and demonstrate their understanding. The teachers too can avail the use of technology as well as print media (in mother tongue) to facilitate the understanding of a concept, or sharing their understanding. The students do have the opportunity to use their mother tongue / host country language to demonstrate understanding during an assessment task.
- Outside the classrooms- Students will be and are encouraged to communicate in the language that is comfortable to them. This will help us to create an environment, which will foster the development of mother Tongue.

The PLS use Russian and English as working languages to communicate with stakeholders and to provide all services needed for the implementation of the Diploma Programme. The following is provided in those languages:

1. *The Official Web Site*
2. *All promotional materials*
3. *The DP documents* (IB learner profile, guides to programme implementation, curriculum guides and teacher support material, Standards and practices, Handbook of procedures for the DP, Rules of IB DP School/ PLS, PLS general regulations)
4. *Assessments* (Internal and external assessment services, including exam papers, mark schemes, all examination material, subject reports)
5. *Support Services for teachers and coordinators* (Coordinator's handbooks, notes, IB Answers, IBIS, OCC)
6. *Professional development* (Workshops (either online or face-to-face) and trainings)

### **Language of Teaching and Learning**

English is the language of instruction on the PLS IB DP for all classes (except other-language courses) with mother tongue support . In other-language courses, the target language becomes the language of instruction as students' proficiency in these languages develops.

Differentiation in language lessons is based on best practice according to the standards and practices of the IB. All teachers respond to students' needs and may therefore provide individualized instruction guided in some cases by specific learning goals. Teaching strategies may include working in small groups, using different resources with different levels of language complexity, as well as changing the level of questioning and tasks for individual students.

Students may also have choices so they can follow their own interests or use a preferred learning style. The PLS also follows the IB recommendations on student

placement. In addition to this, the school provides a range of specialist support including profiling, individual support, speech and language specialists, etc.

Generally, the teaching strategy consists of:

- Introducing students to a range of texts from different periods, styles and genres.
- Developing in students the ability to engage in close, detailed analysis of individual texts and make relevant connections.
- Developing the student's' powers of expression, both in oral and written communication.
- Encourage students to recognize the importance of the contexts in which texts are written and received.
- Encouraging, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.
- Encouraging students to appreciate the formal, stylistic and aesthetic qualities of texts.
- Promoting in students an enjoyment of, and lifelong interest in, language and literature.

### **Language of Communication**

English is the language of communication for all official IB DP school activities, including daily assemblies, posted announcements, student assemblies, and faculty meetings. Russian may be used for meetings or other occasions for communication. Occasionally, unofficial activities outside the classroom, such as advisory sessions, may also be conducted in Russian.

- *Official communication- Russian and English*
- Language of communication in classroom-English with mother tongue support (need based)
- Language of communication outside the classroom- English and Russian (or Mother Tongue)
- Interacting with auxiliary staff-Most of the Auxiliary staff comes from local community. The mode of communication with them will generally be in Russian.
- Interacting with visitors-Visitors in school come with diverse language backgrounds. Russian and English will be used as the languages of Communication. But we may also use other languages based on the needs and availability.
- Interacting with parents- Most of the Communication with parents will be in Russian. The school will also communicate in English based on the need of the situation.

## **Russian Language**

As the native language of the majority of PLS IBDP students, Russian is taught as a Group 1, Language A course. Learners will be able to opt for either a standard- or higher- level course. The Russian Language and Literature course will encourage learners to appreciate literature as both an artistic and cultural expression. Learners will explore a range of literature within their cultural and literary context.

Students of Russian nationality are legally required to study Russian and Math in order to receive the National Certificate of Basic General Education.

## **English Language**

The English language programme across the curriculum of Group 2 subjects follows IB directives as to courses of study and the aims and objectives connected with these. The PLS provide two levels of language for the IB DP students:

- *English SL: This course is available to all learners who have Intermediate level.*
- *English HL: This course is available to all learners who have Upper-intermediate level.*

The focus of the IB DP is on developing students' capabilities as sensitive, receptive, and competent users of the English language by employing several approaches. Students are exposed to diverse aspects of the language through the consideration of English in literary, social, and cultural contexts.

The IB DP aims:

- ✓ to improve students' aptitudes as readers, writers, speakers, listeners and thinkers of English;
- ✓ to encourage students to view the language as a communicative tool that can be effectively shaped to suit a variety of purposes;
- ✓ to view themselves as English language users with their own distinctive styles of communication;
- ✓ to promote the belief within students that their personal relationship with the language is active and dynamic and is therefore empowering them both as individuals and members of a global community.

## **German Language**

Students at PLS learn German as the third language. In order to meet the needs of the various acquisition levels of our students, German classes are offered at different levels from Grade 5 to Grade 11. In the DP, students receive German instruction at the same provision level as other languages. The school could offer German as a Language B examination subject at IB Diploma level.

## **Mother Tongue Instruction**

The PLS understands the importance of students preserving their mother-tongue language to encourage students to continue using their mother-tongue language skills because this allows them to enhance their personal identity and highlight their cultural heritage.

Learners whose native language is not Russian would be encouraged to explore and reflect upon their linguistic and cultural heritage throughout the IB DP. Home language information will be collected as a part of induction. The linguistic diversity of staff and learners will be shared at the beginning of each year.

Students whose native language is neither Russian nor English are supported by the school in studying their individual mother tongues or other languages outside the regular classroom context. We provide Russian/English course to foster the development of their language skills (their primary motivation for studying at our school) as well support their learning in other courses such as History, Mathematics, ITCG etc. and assisting them as they get accustomed to a new culture. Our subject teachers collaborate with the language teachers to ensure that instructional strategies are appropriate and facilitate their learning.

In developing CAS projects, learners will be encouraged to develop projects which have personal meaning, and may reflect their own cultural identity. Teachers will support students in sharing their own linguistic experiences and cultural perspectives. Celebrating and supporting the linguistic and cultural diversity of our school community is the cornerstone of developing international-mindedness in our learners.

## **Admissions and Assessment**

Students enter the PLS IB DP in Grade 10, with the most students from PLS MYP. All students who enter the IB DP are expected to have the level of English competence necessary to begin work in the English-medium IB curriculum. By Grade 10, it is desirable that they have attained Upper-intermediate or Advanced level.

As outlined in the PLS IBDP *Admissions Policy*, admission of students into the IBDP is based on a variety of factors: average grades in year 9; an interview with the student and parents; evidence of English language competency (or their score in an English language test to determine admission/appropriate placement).

Once study on the IB DP has commenced, students are formally assessed over the two years period during the examination sessions. In-class assessment practices, although they may vary across subjects, are aligned with the PLS IB DP *Assessment Policy* and all teachers provide grades for their students during each of the two IB years.

All forms of assessment are conducted in English except for non-English language courses, which conduct assessment in the language being taught. Instructions to students during formal assessment (e.g. IBO final exams, in-school mid-term exams) are given in English.

Based on the philosophy that all teachers are language teachers, PLS IBDP teachers of subjects other than language-specific courses also provide guidance to students in the correct use of English, where appropriate, by giving directions and feedback on subject-specific writing assignments and correcting language errors.

***Bibliography:***

*Handbook of Procedures for the Diploma Program, IBO 2017.*