



Private
Lomonosov School
Nizhny Novgorod

Language Policy

In our school we aim to provide such a community where students realise that they are important individuals as well as well-balanced, compassionate and responsible members of society. We encourage respect and tolerance for others and prepare students for an active role as international citizens in a changing world.

Developing the capacity to speak more than one language is an integral part of this preparation.

We seek to develop the following understandings:

- *We view all languages as equally important irrespective of the type of language such as language of instructions, mother tongue or additional languages.*
- *An agreement within the school about how children learn languages contributes to a cohesive learning experience for children.*
- *We are IB teachers of languages, not language teachers in IB schools.*
- *In a balanced programme students learn language, learn about language, learn through language.*
- *Language teaching is fluid in its nature and therefore can be viewed as a continuum, not the sum of discrete parts where development is tied to age or stage.*
- *A language teacher can have an advisory, supported or integrated role in teaching and learning in a transdisciplinary unit of inquiry.*

Structured, purposeful inquiry is the main approach to teaching and learning languages in the IB. Wherever possible language should be taught through the relevant and authentic context of the transdisciplinary programme of inquiry. Therefore we are creating a language programme which centers around native language of instruction, which is Russian as well as introduction of the second language – English and third language - German. Additionally, the school has in place a support system for those students whose mother tongue is not Russian or English.

The language of instructions used to deliver the curriculum at Private Lomonosov School is Russian. The students are taught the skills needed to become proficient readers, writers and communicators for further academic success and social interaction.

The following competencies build upon a strong foundation in a student's first language:

- *Sociolinguistic competence (knowledge of how to use language appropriately in different contexts)*
- *Discourse competence (linking elements of language together to take part in certain kinds of discourse, for example, sharing points of view or discussing ideas)*
- *Cultural competence (includes sensitivity towards attitudes, norms, behaviours and cultures in which the other language is spoken)*
- *Grammatical competence (referring to knowledge of vocabulary, structure and grammar)*

From year 1 in PYP students start learning the second language, which is English as part of both curriculum and extra – curriculum programme. The programme educates students to become linguistically equipped and culturally aware in our pluralistic world. Through the language learning students gain knowledge, appreciation and understanding of the different cultures where English is spoken.

By realizing that there are multiple ways of viewing the world, students would be able to communicate in multilingual communities in a variety of contexts and in culturally appropriate ways.

The Language curriculum is clearly articulated throughout the school to provide a coherent additional language learning experience.

Primary school students are actively involved in preparation and sitting YLE Cambridge examinations. The test introduces them to everyday written and spoken English in a fun and motivating way.

From Grade 5 (MYP year 1) students start learning the third language which is German. Learning foreign languages (English and German) is aimed at achieving the following objectives:

- *development and education of students by means of a foreign language, such as: awareness of the importance of learning a foreign language in today's world and the need to use it as a means of communication, knowledge, self-realization and social adaptation;*
- *education of the citizen qualities; development of national consciousness, desire for mutual understanding between people of different communities, tolerant attitude to manifestations of culture, better understanding of their own culture.*

Knowledge of Russian or English language is not a prerequisite for enrollment at Private Lomonosov School.

Students may enroll at the school with the third Mother-Tongue as a home language.

Students, if required, are provided with emphasized instructions in Russian and English according to language preferences agreed between the family and the school.

The mother tongue language is the one that is most strongly linked to the culture that an individual identifies with as their culture of origin and often is the language used at home.

The school encourages development of the mother tongue of students through an ethos of acceptance and celebration of linguistic diversity within the community.

There is also recognition that a strong level of competency in the mother tongue of students is an important ingredient in their success as learners of additional languages.

Parents seeking mother tongue support for their children will be assisted in locating suitable teachers and given free use of school facilities for this purpose.

We believe that students are best taught through opportunities to utilize language in the following way:

- *Reflection on learning and self*
- *Responding to constructed response prompts/questions*
- *Writing throughout the curriculum*
- *Participate in school-wide enrichment*
- *Use the fine arts and modern technology*
- *Reflect on language through the use of comparisons to Russian and alternative cultures.*

We believe that teachers teach language best through the following methods:

- *Presenting language in authentic contexts*
- *Integrate language across varied curriculum*
- *Help students to identify language structures*
- *Acknowledge differences in student experiences and skills as well as learning styles*
- *Implement a variety of assessment strategies.*