

## Language Policy

**Date:** 04.09.2023

## **Policy Vision**

Nurturing Global Citizens

## **Mission Statement at ITA**

**International Talent Academy's vision is to be:** A community of like-minded people who help young individuals develop their potential, to be conscious and responsible for creating a better world.

**Our mission:** We nurture a new generation of happy and harmonic people by unlocking their potential through a supportive educational environment and rigorous education.

### **Our values are:**

- sustainability
- respect
- transparency
- teamwork
- individuality
- integrity (mindfulness)
- equality

## **Rationale/Purpose for this Policy**

For ITA, multilingualism and the development of critical literacy are considered to be important factors for promotion of cultural identity, intercultural awareness, and global citizenship. According to the IB, "all teachers are language teachers as all learning takes place through language" (2018). At ITA the curriculum is delivered in Russian, as the main language of instruction.

Uzbek language and culture is given a significant status as a host country language and is a legally required subject for all students.

The IB Learner Profile is embedded in the mission of ITA and is the heart of the curriculum. The Learner Profile and Approaches to Learning are the foundation of this policy.

We encourage our students and teachers to develop the following **IB Learner Profile** attributes:

**Inquirers** - who use language to gain new information in order to make sense of the world.

**Thinkers** - who are able to express thoughts and ideas clearly.

**Communicators** - who use language to understand and express ideas confidently and creatively (reading, writing, speaking, listening, viewing and presenting); solve problems, use appropriate language to work collaboratively.

**Risk Takers** - who are willing to attempt to read, write and speak in all situations.

**Reflective** - students that reflect on the language usage and development, and consciously work toward supporting the learning and personal development of all.

**Open-minded** - people that respect the differences and similarities in language, dialects and personal communication skills.

We encourage our students to develop the following **Approaches to Learning**:

**Self-Management skills** - use language to organize information and demonstrate flexibility in the selection of use depending on the context and audience.

**Social skills** - use language to practice empathy, collaborate, solve problems and accept responsibility.

**Communication skills** - demonstrate competent use of oral and written language in a variety of situations, attentive listening to details, confident speaking, fluency with regard to reading/writing and comprehension of what is conveyed.

**Thinking skills** - use language to question issues and ideas; self-assess one's learning, abilities, progress and behavior.

**Research skills** - use language to observe others, formulate questions, plan, correct, record, organize and interpret data, present findings.

## Philosophy

ITA believes that language learning in the multilingual environment promotes international mindedness, intercultural understanding and language proficiency for global citizenship. We believe that strong competence in one (mother tongue) language supports acquisition of additional languages. Communication and language learning is natural and acquired through social interactions.

ITA builds upon the language philosophy through the shared belief that:

- All learners are language learners
- All teachers are language teachers
- Language learning includes home/family language, languages of school, additional languages and literacy (reading, writing, viewing, presenting, listening and speaking)
- Language contributes to affirmation and expressions of cultural identity
- Language learning contributes to developing international mindedness
- The learning community benefits from the multilingualism
- Language is taught through inquiry as well as through discrete methods/instructions
- Language is key to connect with one's self, text and others
- Language is the means for inquiry, which allows students to make connection and develop understanding

At ITA students *learn languages, learn through languages, learn about the languages*. These three aspects are inseparable, however, they are used to demonstrate how language is learnt and used to make meaning.

In order to provide students with an authentic and diverse language acquisition learning teachers will:

- Use MYP aims and objectives at the best possible level
- Set goals based on an outcome of proficient communication, regardless of students' starting point or the background of the language
- Include aspects of culture as part of the curriculum
- Employ an interactive approach to language learning

Integrate the skill areas of listening, speaking, reading, writing, viewing

- Embed grammatical structures and vocabulary
- Use formative assessment to drive instruction
- Design instruction for authentic summative assessment
- Provide opportunities for students to take action within the larger community.

## **School language profiles**

### **Language of instruction**

The primary language of instruction at ITA is Russian. Russian is the Language and Literature. Through schoolwide instruction, students develop the fluency and literacy skills necessary to ensure their ability to communicate effectively.

Visual Art lessons are conducted in English with the help of Russian translation in all MYP Years.

+ in MYP Year 4 and 5 are conducted in English.

### **Support for students who are not proficient in the language of instruction**

ITA offers support to students according to their needs, ensuring equal access to the curriculum and other aspects of school life. This is done by individual programs for those students who are not proficient in the language of instruction. The program provides support in listening, speaking, reading and writing, and is a combination of pull-out and push-in methods depending on the needs of the individual student.

### **Additional Languages**

International Talent Academy offers second language of instruction (IB MYP Language Acquisition) - Uzbek language, English language.

Students are divided into phases while learning the language of instructions.

French, Chinese are taught as a part of extracurricular subjects at ITA.

### **Support for Mother Tongue**

Mother tongue language is the language 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 first language is the language that an individual is most proficient at.

ITA encourages the development of the students' mother tongues, through an ethos of acceptance and celebration of linguistic diversity within the community. We acknowledge that the mother tongue languages are beneficial resources for both students and teachers, as they provide varied perspectives and build awareness in our learning community.

Our curriculum facilitates other mother tongue languages by including cultural perspectives, which encourage students to share their languages appropriately.

We strive to source books in many languages in our school library and suggest many appropriate IT resources online.

Students are encouraged to research (both online and library resources) topics during guided and independent inquiry, as well as personal research projects in **their mother tongue**.

We encourage students to express themselves in multiple languages, including mother tongue, during three-way conferences, whole school assemblies or within units of inquiry.

'Cultural experts' is the project where parents are invited to tell about their cultures, traditions, and practice the language.

### **Learning of Host Country/Regional Language and Culture**

We offer Uzbek language as a subject throughout the school. As the school we expect Uzbek and English teachers to collaborate. This allows teachers to consider Uzbek and local culture when planning units. Collaboration allows us to recognize, explain and participate in important host country traditions, festivals and celebrations.

### **Strategies to support students and teachers**

All educators at ITA are responsible for the development of student language. Therefore, teachers, administrators, media specialists, support staff will engage in ongoing professional development to continue to improve literacy instructions. Students are supported in language development by holistic instruction, through inquiry based instruction. Differentiation practices are noted in the instruction of units to meet diverse learning preferences.

### **Policy review:**

Last review: August 2023

Next review: June 2024

Policy development team:

Faculty and Language Department

School Administration

IB MYP Coordinator