

Language Policy

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Approved:
School Principal

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1. General Provisions.

Policy Vision

Nurturing Global Citizens

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 International Talent Academy (ITA), multilingualism and the development of critical literacy are 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/English languages in the Middle Years Programme and in English in the Diploma Programme, as the main language of instruction (except Subject groups 1 and 2). 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.

ITA encourage students and teachers to develop the following IB Learner Profile attributes:

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

Thinkers - who can 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.

ITA encourage 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

The school 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 oneself, 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.

To provide students with an authentic and diverse language acquisition learning teachers will:

- Use MYP/DP 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 act within the larger community.

2. School language profiles

Language of instruction

The primary language of instruction at ITA is Russian/English languages in the Middle Years Programme and in English in the Diploma Programme. Through schoolwide instruction, students develop the fluency and literacy skills necessary to ensure their ability to communicate effectively.

All subjects in the Middle Years Programme and Diploma Programme are taught according to the **Subject teaching languages** table (see Appendix 1).

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 a second language of instruction (MYP Language Acquisition) - Uzbek/English languages. French, Chinese and Spanish languages are taught as a part of extracurricular subjects at ITA.

MYP students are divided into phases while learning the language of instructions.

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. School community acknowledges 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.

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

School strives 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.

School encourages 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 talk about their cultures, traditions, and practice the language.

Learning of Host Country/Regional Language and Culture

School offers Uzbek language as a subject throughout the school. The school expects 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.

3. Review Process

The language policy is reviewed every year as part of the cycle of policy reviews. This process seeks to revise and evaluate the policy's relevance and effectiveness and is informed by relevant IB official documents, other school policies, and the whole school development plan.

The first stage in the process includes sharing a digital version of the policy with the whole community for preliminary review. Policy development team summarizes the recommendations and communicates them to the administration team. Academic deputy head, DP and MYP coordinators, and Language A and B department teachers consider all the suggestions and make the necessary adjustments (if any) in the document. The amended policy is then submitted to the Head of School for final revision and approval.

Last review: August 2024

Next review: August 2025

Policy development/review team:

- Language Department
- School Administration
- MYP Coordinator
- DP Coordinator

4. References

IB MYP Language acquisition guide.

Appendix 1: **Subject teaching languages**

Grades and subjects	5	6	7	8	9	10/11
Russian A: language and literature	Rus	Rus	Rus	Rus	Rus	Rus
English B: language	Eng	Eng	Eng	Eng	Eng	Eng
Uzbek B: language	Uzb	Uzb	Uzb	Uzb	Uzb	Uzb
Mathematics	Rus	Rus	Rus	Rus/Eng	Rus/Eng	Eng
Design	Rus	Rus	Rus	Rus	-	-
Digital Society			-	-	-	Eng
ICT	Rus/Eng	Rus/Eng	Rus/Eng	Eng	Eng	-
Sciences	Rus	Rus	Rus	-	-	-
Biology	-	-	-	Rus	Rus/Eng	Eng
Physics	-	-	Rus	Rus/Eng	Eng	Eng
Chemistry	-	-	-	Rus/Eng	Eng	Eng
History	Rus	Rus	Rus	Rus	Rus	Eng
Economics	-	-	-	-	Rus	Eng
Business Management	-	-	-	-	-	Eng
Geography	Rus	Rus	Rus	Rus	Rus	-
Arts	Eng	Eng	Eng	Eng	Eng	Eng
Physical education	Rus	Rus	Rus	Rus	Rus	Rus
TOK	-	-	-	-	-	Eng
Military Training	-	-	-	-	-	Rus
CAS	-	-	-	-	-	Eng