

**The Romanov School**  
**Multiprofile Educational complex “Presnensky”**

**LANGUAGE POLICY**

**Mission of The Romanov School**

The Romanov School establishes and permanently improves the multicultural educational environment where students get highly qualified support in their aspiration for balanced development of critical thinking, artistic inspiration, communicative skills and health, and learn to take responsibility for positive changes in their own life, country and the world.

Basing on its mission The Romanov School moves apart the borders of educational process and gives students an opportunity through acquisition of their mother tongue and foreign languages to be acquainted with their national background, traditions, culture, as well as with international heritage and values common to all humankind. Acquisition of languages contributes to broadening of international school contacts and exchange programmes, leads to intercultural knowledge, mutual understanding, respect and international-mindedness.

The Romanov School is a multifunctional educational complex, in which 4 grades of students study: pre-school (kindergartens), primary years (1-4 Grades), middle years (5-8 Grades) and senior years (10-11 Grades) students aging from 3 to 18. Being a state institution of a multinational country, our School opens its doors to students, who represent any nationality of the Russian Federation. The Russian language as the state language under the Constitution and as a mother tongue for the majority of students is the main language of teaching and communicating at school. Citizens of foreign states for most of whom Russian is not their mother tongue, are also accepted.

Respect to national traditions and internationalism create a firm basis for building a multicultural educational environment at school.

The Romanov School uses practice of “fair acceptance” to all candidates, including those who are planning to learn in a language, which is not their mother tongue. For this purpose, unified criteria on profile subjects for different levels of language acquisition are worked out.

**The Russian Language and other mother tongues**

Learning mother tongue is the most important instrument to foster national self-awareness, without which it is impossible to form international-mindedness.

Study of Russian as the state language is obligatory for all students at school, who are going to receive a Russian Diploma. Work of School is based on educational programmes approved by the Ministry of Education and Science of the Russian Federation.

Special attention is paid to ability of students to explain their thoughts clearly in Russian, both in oral and written forms.

The course of literature in Russian is designed to inculcate in students love and taste for reading in the mother tongue, teach them to think critically, perceive texts of different genres, be able to use different

methods of language complexions in their speech and written work. The programme of Literature includes literary pieces written by Russian writers and poets, as well as by foreign authors in translation. Thus, through the mother tongue students master values of national and world culture.

Our School supports development of mother tongues at all levels: in the course of the lesson (by attracting attention to the cultures of nations through analogies and comparisons); in extra-curricular activities (through weeks of culture and traditions of nations, films on the theme with further discussions, exhibitions, other activities); within the frames of additional educational services (visits to local history museums, trips to other towns, cities, countries).

For a potential foreign student, who is planning to enter the IB DP programme and wants to study his/her mother tongue as Language A subject, School will be ready to provide a school supported self-taught education in accordance with the IBO rules.

### **Foreign Languages**

Our school is one of the oldest educational institutions in Moscow that provides in-depth study of foreign languages. While teaching foreign languages we take into consideration the social environment, the peculiar features and the facilities of the school, as well as educational needs of students and their parents.

The priority objective of language education in our school is the harmonious individualization and personal development of students, formation of their linguistic capability, that is, the ability to organize both speech and non-verbal behavior according to communication requirements.

Language competence has many aspects and forms to be used in the learning process, including linguistic, discursive, sociolinguistic, compensatory, social, socio-cultural, communicative skills. Apart from knowledge of grammar and vocabulary, students acquire ability to understand oral speech, keep the conversation going, ask for information, deliver speeches and presentations, read and understand written information and proceed it for different purposes, fulfil various written tasks, such as writing formal and informal letters, reports, essays.

Development of the ability to communicate effectively is achieved consistently throughout the learning process, from the 1st to the 11th years, and includes formation of necessary skills in new social situations, knowledge of cultural norms and limitations in communication, awareness of customs, traditions and etiquette in the field of communication, respect, decency, good manners, together with the ability to communicate with different people regardless of nationality, social status or profession. At each stage of teaching the principle of comprehensive co-ordination of all the components of communicative competence is implemented. The difference in level is expressed in varying complexity of the material studied and in the rank of development of speech skills.

Performing tasks of language education, the school provides high level, and accessible language and multi-language education at all stages of the educational process: pre-primary, primary, secondary and high school education, additional educational services.

Introduction and implementation of the language education in school is carried out as follows.

The study of **the first foreign language** - English - begins at the preschool level with an introduction course in English being taught 2 hours per week.

In primary secondary school for the students in the 1<sup>st</sup> year English is taught optionally for 2 hours per week.

Compulsory study of the English language begins in the 2<sup>nd</sup> year, in primary school, in accordance with the curriculum. English is taught for 3 hours each week.

The students from 5<sup>th</sup> to 11<sup>th</sup> grade have 5 hours teaching of English per week.

Acquisition of the language by students permits to introduce some subjects in English in the middle years grade and prepare students for taking IB DP, in which all subjects (except Russian from Language A group) will be taught in English. This allows students to widen and broaden their language knowledge, get acquainted with professional terminology.

In 5<sup>th</sup> year all the students are given an opportunity to select and start learning a **second foreign language**. They can choose from the following list: German, French, Italian or Spanish. The second foreign language is taught to the students from the 5<sup>th</sup> to 11<sup>th</sup> years twice a week.

In the transition to the next level of education, High School, the students are given an opportunity to start learning a **third foreign language**. A survey is taken of the students in order to assess the demand for teaching for each third language.

Students enrolling at grades 5-11, who have not studied a foreign language previously, are given language tuition **ab initio**. At the same time, an individual study plan of learning the selected language is developed by teachers together with parents.

Thus, the School gives an opportunity to all students to study foreign languages from the very beginning at any grade, at any stage of the course, in groups or individually, within the frames of extra-curricular activities as well as additional educational services. Account of individual peculiarities and educational needs allows to develop the level of language acquisition and to achieve quite a high step, which can be sometimes compared with the knowledge of the 1<sup>st</sup> foreign language.

In addition to monitoring the quality of the language education and the state certification, our students take international exams in foreign languages, such as Cambridge exams, for different levels, IELTS, TOEFFL and others.

*The integration of language education, curricular and extra-curricular activities contribute to the development of the linguistic capability of students.*

The extra-curricular activities include:

- international, city, county, school competitions, contests and intellectual marathons, Internet Olympiads;
- literature evenings in English, German, French, Italian;
- traditional school holidays (Thanksgiving, school birthday, Christmas, New Year's Day, St. Valentine, a month of foreign languages, open days, concerts for parents and so on).

- educational trips and exchange visits to the countries of the target language and the reception of delegations of schoolchildren of partner schools from the Netherlands, the United Kingdom, Germany and other countries.

For potential students who are planning to enter IB DP our School will be ready to provide an opportunity to study English and German. English will be the language of instruction.

### **Russian as a Foreign Language**

Foreign students study Russian as their main foreign language, as this is the language of teaching and communicating at school. School provides extra-curriculum aid for acquisition of the language upon request.

For a potential student from another school, whose mother tongue is not Russian, and who is planning to study IB Diploma Programme at this school without getting the Secondary Education Certificate of the Russian Federation, acquisition of Russian will not be obligatory.

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Implementation of Language Policy is called to develop students' language skills effectively. Not only teachers of the Russian and foreign languages participate in this process, but all teachers of the School without any exception. Regardless of the taught subject every teacher contributes to development of students' language skills and bears responsibility for correctness and purity of the language, in which they teach students and communicate with them.