



RUSSIAN INTERNATIONAL SCHOOL « GALAXY »

INQUIRY ★ DISCOVERY ★ MODERNITY

LANGUAGE POLICY

RISS-Galaxy's language policy aligns with the written language policy requirement of all IB diploma schools. This policy presents what our practices will be in promoting language development in our school. We are convinced of the need to increase access to education for both English and French speakers via language learning.

This document includes adequate provisions for the teaching and acquisition of a second language and support for mother tongue development. It also sets out the philosophy and aims of language teaching and learning; with a review of options to be offered in groups 1 and 2.

Philosophy

Language is at the root of learning and communication, and is quite essential in the training of lifelong learners. Becoming a successful learner entails being able to use language effectively, clearly, appropriately and confidently in both its oral and written forms in various contexts and purposes.

Therefore, students are able to develop critical thinking and social skills that provide the needed competence for acquiring the knowledge the diploma programme curriculum has to offer. For this reason, we view the acquisition of a second language and the development of mother tongue as an ongoing process, and that every teacher in the diploma programme is a language teacher.

As language is the gateway into cultures around the world; we strive to develop students with a global mindset, giving them the skills needed to confidently become productive global citizens, who will study in the best universities in the world. The successful achievement of this is believed by us to help foster international understanding and peace.

Language profile

The general language profile of the school includes;

- ✓ Proficient English speakers that have been exposed to French environment since elementary years (30%).
- ✓ Proficient French speakers that have been exposed to English environment since elementary years (70%).
- ✓ Bilingual learners with parents who can speak both English and French at intermediate level (30%).
- ✓ Bilingual learners with non-English speaking parents who can speak fluent French, but English at beginner's level (70%).

In addition to English and French languages in the school, other native languages include;

- ✓ Bassa
- ✓ Douala

Languages on offer

The language of instruction in all classes, except in French classes, is English. All students in the diploma programme must take a language A: Language and Literature at either Higher Level or Standard Level, and either French B or English B from Group 2.

Our school also runs a Russian immersion program, independent of our IBDP. If in future we find students interested in it, we will include it as a Language ab-initio subject, in our IB Curriculum.

Group 1:

The school will offer English A: language and literature and French A: language and literature at both Higher Level and Standard Level. English B and French B will be on offer at only Higher Level.

Group 2: Language acquisition

The primary aim of the language acquisition course in the DP is to encourage students to gain competence in a second language with the long-term goal of balanced bilingualism. This aim is in recognition of the role that a second language has in appreciation of cultural diversity and global mindedness.

The courses offered for language acquisition are: English B and French B at higher level, since they are the two official languages in Cameroon.

Admission Requirement

In order to determine the language ability necessary for a successful completion of the diploma programme, all prospective diploma students are required, according to our admission policy, to have learned English for at least 5 years, pass the English component of the entrance examination, and convince the interviewer of his or her English proficiency during the entrance interview.

General support

- **ICT:** RIS-Galaxy has sufficient ICT facilities at the disposal of the students and teachers to support them in their research, language development, assignment, collaborative works and PDs.

- **Library and multimedia:** We understand the central role of the library in language learning and therefore strive to provide language teaching and learning resources. We will be collaborating with the organization, Book aid International, to purchase textbooks and supplement our library resources for the students' use.

The multimedia system available for teachers' use in the delivery of their subjects, provides the necessary audio-visual requirements for the language learning.

- **Teachers:** In order for quality teaching to take place, the language of instruction must be appropriately comprehended by the students. So, only teachers with the right language competences are recruited. In the school, language skills development is the responsibility of every teacher irrespective of the subject they teach.

Professional development workshops and in service training will be organized in August and January each year to support teachers development and progress in the language of instruction and any other language they teach.

Circulation and Review

This policy will be published internally and circulated among all staff, students, parents and the board. For wider circulation, the policy will be uploaded on the school website and a copy archived.

This policy will be reviewed annually in June by the IBDP staff in collaborative meetings facilitated by the Head of School/DP Coordinator.

References

- Diploma Programme: From Principles to practice, IB 2015

➤ Guideline for developing Language Policy,2018