



Choithram International- Language Policy **2022-23**

Last Reviewed: August 2021

Next Review: November 2023

Location of the policy:

Google Drive

Handbook

Website

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IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Choithram International Mission Statement

Choithram International, through its holistic education, aims to nurture lifelong learners, who will become responsible, compassionate and open-minded individuals keen on accepting the differences in the world and striving to create a global community grounded in ethics and values.

Choithram International Vision Statement

To be a centre of academic excellence and nurture young learners into resilient optimistic and responsible citizens of the world.

IB Learner Profile

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

Standards and Practices

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages.

(0301-04-0411)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

LANGUAGE POLICY

LANGUAGE PHILOSOPHY:

Choithram International (CI) has English as the language of instruction, and surveys and statistical analysis have identified Hindi as the Mother Tongue for over 80% of the student population.

CI language policy allows students to strengthen their Mother Tongue, acquire proficiency in the Language of Instruction and aspire towards multilingualism. In PYP, apart from English being the language of instruction, Hindi is compulsorily taught to all the students considering the language being the medium of communication of most of the families from where the students are hailing. Furthermore, Sanskrit or French are offered as an additional language from PYP 3 to PYP 5. Hindi/Sanskrit/French are offered as Language Acquisition in MYP and Hindi/ French as Language Acquisition (Language B) in DP. The school is committed to providing as much opportunity for bilingual/multilingual language learning as possible, across all three programmes.

CI works on the IB ideology of “all teachers are language teachers”. Every teacher strives to develop a conducive environment to guide the students towards developing communication as well as introspection, from the Mother Tongue/language of familial

communication towards the language of instruction in school.

LANGUAGE LEARNING AT CI:

Language learning is a part of all subject areas for gaining expertise in subject-specific terminology, specific demands of different types of questions, making connections from classroom experiences to the tasks / exams, and in written and oral expression. Home Room Teachers (HRTs)/ Tutors and subject teachers provide the students with opportunities to develop effective communication skills in their disciplines. The six skills of language learning: Listening, Speaking, Reading, Writing, Viewing and Presenting are firmly entrenched in the curriculum from PYP to DP.

All CI teachers provide opportunities for prior understandings to be shared in order for background knowledge to be built upon; to scaffold meaning; to extend language and to affirm identity. It is accepted and understood that new learning and understanding is constructed upon previous experiences and conceptual understandings in a developmental continuum. The ongoing language development of our students is the shared responsibility of teachers, parents and students.

Language learning is enhanced when parents and members of the wider community are supportive of the learning process and are involved in it. The school promotes community awareness, involvement and support by promoting and utilising positive community links, especially parents and teachers sharing the major responsibility for the education of the children.

BELIEFS AND AIMS:

The CI language philosophy aims to:

- Enable students to learn and use languages effectively, appropriately, accurately, and confidently.
- Extend active Mother Tongue support to all students to facilitate optimum learning. Since, the language of communication (at home) for most students is Hindi and not their Mother Tongue, all required language support is provided in it.
- Develop students' aural, oral, reading, writing, viewing and presenting skills.
- Enable students to develop and use language skills in a variety of contexts and purposes.
- Promote the appreciation, understanding and analysis of language and literature, from diverse cultural and ethnic backgrounds, and varied perspectives of people

belonging to different cultures.

- Understand the specific vocabulary and terms used in different subject areas.
- Encourage students to employ Basic Interpersonal Communicative Skills (BICS) in and out of the classroom to aid in student-teacher and student-peer relationships, and effectively move towards developing Cognitive Academic Language Proficiency (CALP)¹.

CI LANGUAGE PROFILE:

Statistical analysis reveals that over 80% students come from families where the Mother Tongue and the preferred language of communication at home is Hindi or its dialects, or a combination of both.

In PYP, after admission of a student, parents are required to fill in the form for Language Profiling.

For MYP and DP, Language Profiling Form (digital) is a part of the admission procedure and is to be filled by both parents and students. The Admission Counselor and the teacher in charge of language profiling provide Google Form for the purpose. This is done to establish the student's language background and proficiencies. Entrance evaluation tests for new admissions are conducted in English to gauge the proficiency and identify any specific language needs of the students.

Language profiling of teaching staff is also done which provides an insight into the language proficiency of teachers in languages other than the language of instruction and Hindi. This would prove helpful in utilising teachers' acumen in providing support to the students in other languages as and when needed.

MOTHER TONGUE DEVELOPMENT:

CI ensures the Mother Tongue (established as Hindi) is appropriately developed and maintained. We have a well-structured curriculum and competitive faculty members across all the three programmes to aid the Mother Tongue development. The Mother Tongue Coordinator monitors the Mother Tongue maintenance across the different Programmes.

In MYP and DP, for the small percentage of students for whom the Mother Tongue is neither English nor Hindi, we counsel the parents regarding the importance of Mother Tongue development and make the option of a self-taught course available for such students. (Appendix -4).

¹*Guidelines for developing a school language policy.* International Baccalaureate Organization

If a student of foreign origin expresses an interest in learning Hindi, the school offers it as an option for Language Acquisition. Extensive support is provided to a student who does not have prior exposure to English in order to bring the student to mainstream.

Whole school strategies for developing mother tongue:

- **Mother Language Day** is celebrated in school
- Mother language clubs where the parent community gets involved to provide support to aspiring learners of a particular language.
- Varied presentations in multiple regional languages of India during school assemblies, events and festivals.

PROGRAMME-SPECIFIC POLICY IMPLEMENTATION:

PRIMARY YEARS PROGRAMME :

- EY and PYP offer English, Hindi as compulsory languages.
- Apart from English and Hindi, the programme offers French and Sanskrit as LOTE (Language other than English), which are offered PYP 3 onwards.
- Language learning from pre primary to PYP 5, focuses on curriculum continuity and progression of learning.
- Language is taught in PYP through the relevant, contextual units of inquiry focusing on all the three strands (Oral , Visual and Written)of language.
- Students understand the transdisciplinary nature of language—they use language during learning, within the subject and across the different subjects and in a way that facilitates learning, both inside and outside the classroom.
- In all language learning situations it is required to identify the student’s current developmental phase so as to plan learning engagements that build on the capability they possess and their existing understanding so as to support their progression onto the next developmental phase.
- The appropriate phase for a newly admitted student is determined through Language Entrance Tests.
- Language Proficiency Tests (English and Hindi) are conducted twice every year to gauge a student’s language progression. A range of appropriate tools such as checklists, rubrics etc. are used to report the language progression of the students.
- Language support lessons are provided, depending on the student’s language needs.

Students in PYP are represented by a wide range of linguistics backgrounds. To cater to this range of students we believe the lifelong process of learning language is best developed through :

- Scaffolding and monitoring of learning experiences.
- Recognition of individual learning styles and rates.

- Provision of purposeful learning experiences.
- Fostering of the learner profile attributes.
- Recognition and valuing of prior learning experiences.
- Valuing diversity of cultural, intellectual and physical aspects

Students making the transition from PYP to MYP should be able to use the languages to express themselves effectively. In Sanskrit and French, the learner is expected to be able to develop an elementary understanding and vocabulary for use. (Appendix -1).

Grade	Language of instruction	Language acquisition
Early Years	English and Hindi	-
PYP 1-2	English and Hindi	-
PYP 3-5	English and Hindi	French or Sanskrit

MIDDLE YEARS PROGRAMME:

- CI MYP offers Language and Literature - English
- Language Acquisition(Language B) - Hindi/French/Sanskrit is offered, depending on the Language pathways a student has covered previously.
- Language Acquisition is structured in phases to acknowledge a student's proficiency level in the language. The phases do not correspond to the learners' age groups or MYP years. All students begin and continue with phase 1 of Language Acquisition in MYP 1 and get promoted to phase 2 in MYP 2 only if the student achieves Level 4.
- From MYP 2 onwards, if a student consistently achieves Level 4 or more throughout an academic term or session, he/she will be promoted to the next phase irrespective of the grade the student is in. otherwise he/she continues in the same phase as before.
- A student with no prior exposure to any Language Acquisition options available, can acquire the language from Phase 1 in any MYP grade.
- The appropriate phase for a newly admitted student is determined through Language Proficiency Tests.
- Language Proficiency Tests (for English) are conducted twice every year to gauge a student's language progression. The progression is reported on a grading scale through Student Profile.
- EAL/Language support lessons are provided, depending on the student's language needs.
- The language pathway for a student continuing from MYP to DP is according to the table given in Appendix-2.
- MYP students continuing into the DP will have developed an enquiring and

reflecting approach to language learning.

DIPLOMA PROGRAMME:

- CI DP offers Language and Literature - English
- Language Acquisition(Language B) - Hindi/French HL/SL/ Ab-initio is offered, depending on the Language pathways a student has covered previously.
- The appropriate phase for a newly admitted student is determined through Language Proficiency Tests.
- Language Proficiency Tests (for English) are conducted twice every year to gauge a student's language progression. The progression is reported on a grading scale through Student Profile.
- EAL/Language support lessons are provided, depending on the student's language needs.

PROGRAMME SPECIFIC LANGUAGE SUPPORT :

PRIMARY YEARS PROGRAMME:

Language Teaching (by the year level teacher, subject teacher or support/enrichment teacher) is recommended :

- As a language inquiry to directly support the collaboratively planned programme of inquiry.
- As a connected experience within the transdisciplinary unit of inquiry.
- As a standalone teaching to directly support a specific need in a transdisciplinary unit of inquiry.
- As part of the agreed upon knowledge and skills to indirectly support the programme of inquiry.

MIDDLE YEARS AND DIPLOMA PROGRAMME :

- At the beginning of the session, language teachers identify students in need of language support based on their performance in previous year/Language Proficiency Tests (as per relevance) given to them.
- After Proficiency tests/term/semester end assessments,language teachers, subject teachers and tutors together analyze the result.
- Those students, who struggle in written or oral expressions in the languages, are assigned support classes under the guidance of language teachers, which include LSRW practice based on academic content and moving towards gaining proficiency.
- Within classrooms subject teachers provide mother tongue support to cater to

language needs.

CONNECTION WITH OTHER POLICIES

ADMISSION POLICY- Mandated English Language admission test.

ASSESSMENT POLICY- LANGUAGE ASSESSMENTS:

All assessments across the programmes are formulated as per the CI Assessment Policy. Formative and Summative Assessments for all languages are planned periodically. Students are observed and assessed in the classrooms through oral presentations, written assessments, student led classes, peer assessments, group activities etc. All such activities are planned keeping specific learners' needs, learning outcomes, task specific clarifications and assessment criteria in mind. However, the learners can also present their understanding of a concept explored within the classroom in their mother tongue or an additional language of communication. Their assessments will be facilitated using different tools and strategies.

REVIEW PROCESS:

The language policy is reviewed once in a period of every two years by the Language Steering Committee and the Programme Coordinators as a part of the CI Policy review cycle, or revised if any special requirement arises. The Language Steering Committee is also responsible for overseeing effective implementation of the CI Language Policy.

The last Review of Language Policy was done in August 2021.

This policy outlines ways of supporting the development of students' language profile. It also highlights the ways the students are expected to develop the Learner Profile attributes of Communicator, Thinker, Reflective, Risk Taker, Open Minded etc.

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Appendix - 1:

Communication of Language Policy to CI Community:

The language policy has been introduced to the CI community through multiple pathways.

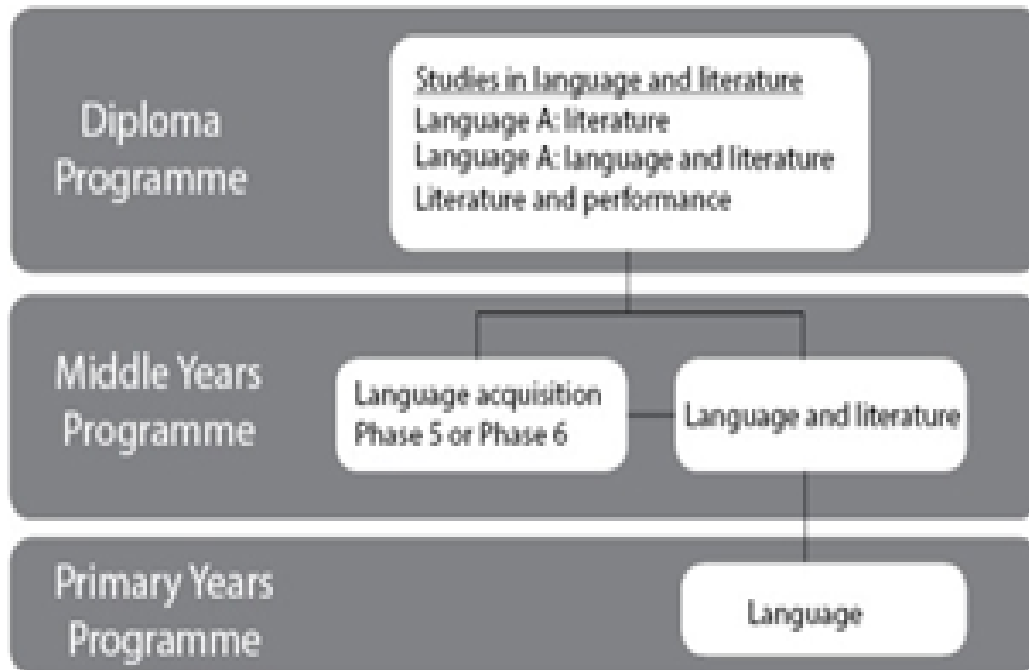
- Staff meetings with the existing and new staff to reinforce and familiarize them with the policy.
- Parent induction/ Info Sessions and Parent-Teacher Meetings with the HRTs/ Tutors of the students, in which the policy may be reiterated.
- Language policy is also available on the CI website and in the programme handbooks.

Appendix - 2

Language Pathways to DP:

For the Language A & B courses in DP, the MYP → DP Pathways are followed. (Refer to the table below.)

Pathways for Language A:



(Image Courtesy: MYP Language A: Language and Literature Guide)

Appendix - 3

Pathways for Language Acquisition:

	MYP	DP
Phase 1		Ab initio
Phase 2		Ab initio (in rare cases) Language B SL
Phase 3		Language B SL
Phase 4		Language B SL/HL
Phase 5		Language B SL/HL
Phase 5	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL Language A: language and literature SL Literature and performance SL
Phase 6	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

(Image Courtesy: MYP Language Acquisition Guide)

Appendix - 4

Facility for Self-Taught Learners:

For self-taught students in the MYP and Diploma Programme, the school allows students to take up their preferred language. The school offers all possible help for these students. The following steps are to be taken for helping them:

- Support the students in selecting the texts.
- Get book lists from the IB school running the Language course the student wishes to pursue.
- Attend the group 1 classes, if they have the same world Literature texts as prescribed by the school and they have a certain level of understanding of English. This will be done to acquire the necessary skills for Language A.
- Appoint a site-based supervisor for the self-taught students, or appoint a language head / language teacher for the same.
- Schools can provide an online tutor support for the child and if possible, arrange

local guidance for the students. Schools will also provide resources and can help the student by enrolling him/her in online discussion groups, so that she/he can exchange ideas and opinions.