



## **Trivandrum International School**

### **Language Policy**

For humans, language is a natural phenomenon and learning it is instinctive in childhood. The process of learning simultaneously involves learning the language (as students hear and use language in their everyday lives), learning about language (as students try to understand how it works), and learning through language (as students use language as a tool to think about, or reflect on an issue or a concept). When these three aspects operate in harmony in a relevant context, they provide the most supportive learning environment for language learners. Literature plays a special role in enabling this to happen. Learning language and literature is a creative process, which encourages the development of imagination and creativity through self-expression.

The school also realizes the connection between language and culture and that neither culture nor language can be fully understood when taught individually. All cultures and languages represented by the student and staff body in the school are valued and respected

In **Trivandrum International School**, the medium of instruction is English and the language of communication on campus is English. The school has created a language programme which centers around English instruction as well as the introduction of additional languages, keeping the international culture of the school. Promotion of host country language and the development of mother tongue languages is given importance. .At TRINS, language is the conduit for learning. The focus is not only on language for its own sake, but also on its application across the subject areas and throughout the trans-disciplinary programme of inquiry (POI). Links to the trans disciplinary themes or central idea are explicitly made when a language is taught outside the POI. A developing understanding of these links contributes to the student's understanding of the use of language in the world.

Literature is an integral part of the curriculum. Books are selected carefully to reinforce the development of reading skills, individual subject areas as well as to reflect various cultural aspects. Students learn how to understand, interpret and respond to the ideas, attitudes and

feelings expressed in various texts. The available resources for teaching language are carefully evaluated to ensure that they meet the requirements of the teachers, students and the curriculum. Teachers work in collaboration with the IB coordinators and the librarian to decide the resources to be used in school.

The language acquisition in the DP opens options to students to learn a new skill and use language to receive information and express themselves in order to solve problems, explore their environment, influence change in others, and identify their own self. The teaching of all languages involves a variety of styles and resources to address differentiated learning and focuses on developing reading, writing, listening and presentation skills by providing a plethora of learning experiences to the students.

### **Admission Policy**

As part of admission procedures in TRINS, Students appear for an English language test, since English is the language of instruction. If a student's English language skills are inadequate, at the time of admission a determination is made whether the student needs English enrichment classes, prior to being absorbed in the mainstream. All teachers view themselves as language teachers as they facilitate communication

#### **Languages Offered:**

**PYP:** French, Hindi, Malayalam

**Middle School:** French, Hindi, Malayalam

**Secondary School:** French, Hindi, Malayalam, German

**DP:** French ab initio, French B, Hindi B, German ab initio, German B

### **Language A**

Language A is generally defined as the student's best language which could also be his mother tongue or first language. The programme encourages literary appreciation and develops the oral and written skills. The school offers English, and Hindi as language A. Language A primarily focuses on exploring literature, stories, drama, poetry and media which helps in developing the student's language skills too.

#### **School supported self-taught option**

Where a student's mother tongue cannot be supported through a taught language A class, the school supported self taught option is available at Language A: Literature SL.( check for the subjects available)

### **Language B.**

All students are expected to complete a second language course and the focus is on the four primary language skills,listening, speaking, reading and writing. A wide range of texts and materials are used by the teachers to develop language skills and the students learn to communicate effectively.

The primary aim of language B (from K-12) is to encourage students to gain competence in a language / languages other than their mother tongue, with the long – term goal of acquiring balanced bilingual skills, thereby realizing the IBO learner profile.

### **Mother Tongue Support**

This support is for a fluent language user, studying in his or her most competent language.

Mother tongue is the language that is often used by the student at home and one that is most strongly linked to the culture that an individual identifies with as their culture of origin.

Research has shown that the development of mother tongue is crucial for cognitive development and in maintaining cultural identity. It also has the potential to increase intercultural awareness and understanding, and enables students to remain in touch with and the literature and culture of their home country. It is a strong predictor of their long term academic achievement, including acquisition of other languages.

TRINS supports students to actively use their mother tongue by encouraging students to read books in their own language. The school also strives to develop its library resources for mother tongue support by providing bilingual dictionaries, literatures in various languages as well as translations of literature from various languages.

Our school lays a strong emphasis on students reading good books. Parents are encouraged to support their children's reading habits. The school would also appreciate if the parents could loan these books and magazines to the class library. Students are greatly encouraged to write interesting articles in their mother tongue for school newsletters, and the Year Book.

- The school welcomes help from people from embassies to utilize parents'/students language knowledge for translation of essential documents, etc
- Parents/Families are encouraged to arrange activities, clubs, through outside cultural organizations in order to promote mother tongue and cultural identity.
- Personal projects and extended essays can be done in mother tongue, if the student wishes so.

The school promotes respect for the literary heritage of students' mother tongue and provides opportunities to develop oral and written skills. The Language Week Celebrations, through book donations, food carnivals, cultural activities, storytelling, debates, discussions and plays add impetus to the development of mother tongue languages. Parents actively participate and lead in language development.

### **English as a Second Language (ESL)**

Language teaching allows individual students to progress at their own pace by facilitating ESL classes both as inclusive and individual programmes in the PYP and the Middle School. Dedicated teachers support students to develop adequate language competency. The ESL program at the PYP aims at a gradual transition from a pullout model of support to an inclusive model.

In the Middle school, teachers spend extra time with those who need the language support, working on comprehension skills that help build speaking, listening and writing skills. They make these classes as supportive, interesting and assimilative. The students are worked upon till they can slowly be absorbed into the mainstream classes and this support is continued through the middle school.

### **Facilitation of language instruction by teachers**

- modeling effective language use by providing authentic learning experiences
- providing opportunities for student-centred, student-selected research

- modeling expression of thoughts and feelings
- encouraging parent involvement
- publishing student work
- facilitating student led conferences
- implementing and checking on the vertical and horizontal gradation of a language progression through each grade
- integrating language across varied curricula
- helping students to identify language structures
- providing a physical space which enriches language development
- providing authentic challenges and encouraging students to reach their highest potential
- acknowledging differences in student experiences and skills as well as learning styles

### **Student Exchange Programmes**

At TRINS we have established student exchange and teacher exchange programmes at the national and international levels. The interaction with native speakers is a firsthand experience which enhances the language skills of students. We have exchange programme students attending lessons along with our students which allow a better understanding of the cultural backgrounds. The students get an opportunity to interact with French, German and Danish students as a part of these exchange programmes..

### **Round Square**

The school is a member of the Global Round Square Organisation and students actively participate in various meets across the globe. These interactions help students to be open-minded, collaborative and enhance their communicative skills through presentations, debates and projects.

The Model United Nations(MUN) hosted by the school gives further opportunities for language development. Interaction with students from all parts of the world help them become more culturally and ethnically aware, making them more open minded and appreciative.

**International School Award (ISA) conducted by the British Council** – This is another platform which fosters students’ creativity and innovation through projects, providing opportunities to showcase and reinforce their skills

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**Role of the librarian :**

- i. The library/media center promotes the development of international mindedness in students and adults in the school community.
- ii. Librarians/media center staff contribute to the development of a comprehensive, coherent written curriculum by guiding research work.
- iii. The librarian plays an important role in collaborative planning and reflection.
- iv. The librarian plays a vital role in empowering students to become lifelong learners by helping them appreciate works of authors, both fiction and non fiction as well as literature in translation.
- v. The librarian steers the school academic honesty policy.
- vi. The librarian plans strategies and engagements to develop the five essential skills – research, communication, thinking, social and self-management skills.
- vii. The librarian plays a pivotal role in promoting trans disciplinary teaching and learning.
- viii. The librarian provides and develops a range of ways of managing and developing resources in line with programme requirements.

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## **Language Learner Profile**

TRINS utilizes a language-specific Learner Profile in the acquisition of language skills.

***Inquirer-*** uses language to gain new information or knowledge in order to make sense of the world.

***Thinker-*** is able to express thoughts and ideas clearly, succinctly.

***Communicator-*** is a competent user of oral and written language in a variety of situations; listens attentively to and expresses thoughts and details; speaks confidently; reads and writes with fluency and comprehends what is conveyed in both written and oral language.

***Risk Taker-*** is willing to attempt to read, write, and speak in all situations

***Knowledgeable*** - has acquired a sufficient understanding of language to use relevant vocabulary and to discuss literary styles and formats.

***Caring-*** showing care and attention in the responsible use of language keeping individual and intercultural differences in mind.

***Principled-*** is aware that language is powerful and has a profound impact on others and one must use it responsibly.

***Balanced-*** expresses effectively alternating the oral, visual, and the written form for effect and balancing listening and speaking skills when communicating with others.

***Reflective*** -reflect on their language usage and development and consciously work towards proficiency.

***Open-minded-*** respect the differences and similarities in languages, dialects and personal communication skills across the world and in the local community.

**Sources: Reference- [www.ibo.org](http://www.ibo.org) - *Guidelines for developing a school language policy***

***Language Scope and Sequence documents***

***Learner Profile Attributes***

