



## TRIVANDRUM INTERNATIONAL SCHOOL LANGUAGE POLICY 2022



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**To be reviewed again in May 2025**



### **Vision**

Empower young learners to become the next generation of global leaders with a lifelong passion for learning and caring.

### **Mission**

- We envision our students as open minded, lifelong learners who strive to make their worlds better
- We envision our teachers as catalysts of student success, as well as their own
- We envision our schools as dynamic and inspirational environments in which to learn, teach and grow
- We envision our schools making a positive and sustainable impact on their communities

### **IBO Mission Statement**

The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences can also be right.



## LANGUAGE POLICY 2022

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 .

Literature is an integral part of the curriculum. Stories are selected carefully to reinforce the development of reading skills, comprehend, make connections to individual subject areas as well as to reflect various cultural aspects. Students learn how to comprehend, 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.

In the early years, emphasis is placed on oral skills (listening and speaking, viewing and presenting) through various techniques like role plays, skits, puppet shows, circle time, story time



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.

### **Objective of the Language policy**

At TRINS we believe that language, in any form, is the key to learning. This policy aims to consolidate ideas and beliefs regarding language and language teaching and outlines systems and strategies in place to support the development of English as a lingua franca as well as development and maintenance of mother tongue in the school community. This document also seeks to ensure that, as an authorized IB World School, compliance with IBO Standards and Practices are met.

## **LANGUAGE AT TRIVANDRUM INTERNATIONAL SCHOOL**

At 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 centres around English instruction as well as the introduction of additional languages, reflecting 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) or in the DP. Links to the trans disciplinary themes or central ideas are explicitly made when a language is taught outside these programmes. A developing understanding of these links contributes to the student's understanding of the use of language in the world.



**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 Literature and Language and Literature under Language A. this helps to primarily focus on exploring literature, stories, drama, poetry and media which helps in developing the student's language skills too.

**Language B (Second Language):** All students are expected to complete a second language course ,which also becomes mandatory in the DP. 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 or languages other than their mother tongue/English, with the long-term goal of acquiring balanced bilingual skills, thereby realizing the IBO learner profile.

Literature is an integral part of the curriculum. Books are selected carefully as per the PLA in the Diploma Programme, to reinforce the development of reading skills, individual subject areas as well as to reflect various cultural aspects through the translations. 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.

### **At Admission**

As part of admission procedures in TRINS, students appear for an English language assessment, 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. The department has a system that assists students who need the extra support through remedials, differentiation and peer learning. All teachers view themselves as language teachers as they facilitate communication.

## **Language Learner Profile**

Trivandrum International School 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.



## **Languages offered**

**PYP:** French, Hindi, Malayalam

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

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

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

## **Mother Tongue :**

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( Malayalam being the mother tongue to many here) Research has shown that the development of a 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 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, literature in various languages as well as translations of literature from various languages.

- 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 can be done if the student wishes so.



## **The Language Week**

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.

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

English language being the medium of instruction and also offered as English as Second language (ESL) is supported by homeroom teachers supported by language specialists and SEN / Counsellor to support learning and teaching of the subject meeting differentiated learning needs. Teaching strategies may include working in small groups, using different resources with different levels of language complexity, as well as changing the level of questioning and tasks for individual students. Students may also have choices so they can follow their own interests or use a preferred learning style. The School also follows the IB recommendations on student placement. In addition to this, the School provides a range of specialist support including profiling, individual support, speech and language specialists, etc., which is outlined in the Inclusion Support Policy. All students' language needs are determined through initial and ongoing assessments throughout the year. Teachers differentiate for the range of students' needs in different ways

Language teaching allows individual students to progress at their own pace by facilitating ESL classes both as inclusive and individual programmes in the PYP.

A dedicated teacher supports students to develop adequate language competency. Students with a learning gap or no English language background are advised of the ESL programme after proper screening and testing by the homeroom teacher. Formal approval is taken from the parents before initiating this programme. Students use their library lessons or literacy lessons, based on the need, to get extra support from the ESL teacher. The ESL department





works in tandem with the homeroom teacher, deciding on the academic goals, which are reviewed regularly. Regular feedback is given to students by the homeroom and ESL teachers. The ESL program at the PYP aims at a gradual transition from a pullout model of support to an inclusive model.

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

- modelling effective language use by providing authentic learning experiences
- providing opportunities for student-centered, 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

### **Reading and the role of the Librarian:**

TRINS lays a strong emphasis on students reading good books in any language and supports 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, literature in various languages as well as translations of literature from various languages. 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 YearBook.



- i. The Library promotes the development of international mindedness in students and adults in the school community.
- ii. Librarians 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.

### **Exposure to language is also promoted through:**

#### **i) 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 first-hand 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 and German students as a part of these exchange programmes.



## **ii) 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.

**iii) Guest Speakers** - Native speakers are invited to interact with students wherein students get an insight not only into their second language of study, but also to the culture and traditions of the land.

Presentation and communication skills in all languages are showcased to parents and other members of the community through projects such as student led conferences , Exhibitions , assemblies , language weeks, events , TED Ed Talk , Personal Project, genius hour , cultural exchange and school productions using local venues and associations

## **IB programmes offered by the school are committed to the following IB Practices:**

- The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).
- Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).



- The school utilizes the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11).

## Language Policy Revision

The language policy will be reviewed after a period of 3 years.. The review committee will be led by a member of the academic leadership team and will include librarians, teachers, IB Coordinators of the school. The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO, the school's philosophy towards language and language teaching, changes in student and community demographics or other circumstances which justify the need for revision.

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

*Language Scope and Sequence documents*

### *Learner Profile Attributes*

References: [Learning and Teaching-](#) PYP document, [Reviewing the Language Policy](#)

*Guidelines for developing a school language policy, by IBO Internet Sources*

*Guidelines for developing a school language policy, Language and learning in*

*IB programmes, 2011 ©International Baccalaureate Organization.*

Reviewed: August 2022 Anupama M. Nambiar, Rajitha and Rachel J

Next review: May 2025