



## THE INDIAN PUBLIC SCHOOL, CHENNAI



### LANGUAGE POLICY

The Indian Public School, Chennai recognizes that language is fundamental to all learning because it permeates the entire curriculum. Therefore, throughout our curriculum, we foster the development of the language of instruction, world languages and the mother tongue.

The language policy is prepared with the collaborative effort of all the stakeholders (Pedagogical leadership, Faculty and Parents) and is based on the IB guidelines for the same.

#### THE PHILOSOPHY

The Indian Public school, Chennai believes in, and executes a language policy which is all-inclusive and highly feasible in nature. Language is a tool for communication which aims at satisfying the various linguistic needs of the students, school, community and the world at large. This also caters to the understanding and acceptance of the cultural diversity across the globe leading to trans-disciplinary connections, and collegiate endeavors. In accordance, with our Mission Statement, language learning helps our students to evolve as value based individuals and prepares them to get a strong foothold in a multilingual and multicultural world. Language is used to understand the nature of language itself; language is seen as a valuable life skill, as a means of reflection and as a system of communication.

#### PURPOSE

Since language is a means of communication and it is crucial to the educational process, the primary purpose of the Language Policy is to outline the objectives for language teaching and learning and also the practices adopted by the school to achieve and evaluate these objectives.

The school recognizes English as the language of instruction (LOI) and the internal working language in which most operational and development activities take place. It is also the language of its governance, management and academic committees.

TIPS Chennai language policy document further determines the languages, other than English, that will be offered as Second languages, and also identifies the support that will be provided to enhance students' mother tongue proficiency at various stages and in many forms.

Students may learn up to 3 languages in the school, commonly known as first (the language of instruction), second (the native/state/national/international) and third (native/state/national/international) languages. Regular classes cater to language of instruction, which is also the most commonly used language for communication on the school premises. The other languages available are: Hindi, Tamil or French. Other Mother tongue languages are supported by the school.

A good majority of the students speak Tamil, Hindi, Malayalam, Telugu or any other Indian languages at home. However, English has always remained their language of instruction at school. The School, in future, expects a potential flow of NRI students from various Asian Countries, and other Nationalities who speak their mother tongues at home, and hence the need and purpose of having a standardized medium of communication in the school campus while maintaining the diversity in the various languages.

## **LANGUAGES OFFERED**

### **Languages taught in each section of the school:**

1. PRE KG – English, Hindi (oral) / Tamil (oral)
2. KG 1 - English, Hindi (oral) / Tamil (oral)
3. KG 2 - English, Hindi (oral and writing) / Tamil (oral and writing)
4. Grade -1 to Grade -5 - English, Hindi / Tamil (Additional language – thrice a week)
5. Grade - 6 to Grade - 10 - English, Tamil / Hindi / French
6. IBDP - English , Tamil / Hindi / French / Spanish ( need basis with support from Pamoja )

## **SCHOOL LANGUAGE PROFILE**

The language needs of students can be divided into following areas;

- 1. Language of instruction-English**
- 2. Second Language Mother Tongue (Tamil)/ Hindi/ French**
- 3. Third Language -Tamil/Hindi/French**

### **I. Language of instruction (LOI) -English :**

At TIPS Chennai, English is the language of instruction as most of the courses in India are offered in English.

The English language learning process enables our students to develop and use language skills in a variety of contexts and purposes and to explore language as a means to understand the differing perspectives of people from other cultures. It also promotes the understanding, analysis, and appreciation of literature. The students from the local community need the understanding and usage of English as the language of instruction to familiarize themselves with International mindedness, cultural and linguistic diversity which would make them competent to face global opportunities.

The school provides opportunities that develop their English Linguistic levels in four major skill areas of reading, listening, writing, and speaking. It helps the students to make trans- disciplinary links and develop the ability to use language as an instrument for thought and social interaction.

A lot of resources like Comics, newspaper columns advertisements, campaigns, etc., that are relevant to cultural and linguistic links and that reflect the many trends and purposes of language are used in class to generate interest and widen their perspective.

- **Language of Instruction in PYP**

- **Individual support in primary classes;** Appropriate resources in classes, regular feedback from the teachers all contribute to conducive learning practices such as Phonics, Cluster, Audio aid and SEN at the primary level.

- **Language development in the Primary Years:**

Especially in Primary Years, the schools follow the philosophy of all teachers are language teachers. The student is free to express in mother tongue and is encouraged to use English as a language of instruction. Language program is loosely based on leveled

reading writing program and not on the grade based learning. In this situation, a child is able to start learning a language at any given grade from the first level itself. This also is possible due to differentiated approach followed by the trained staff. The students are encouraged to use language in the day to day situations to master it.

- **Language of Instruction- IBDP**

In IBDP, English A Language and Literature is offered as a Group 1 and facilitators employ various teaching strategies to enhance the language skills amongst the learner cohort. Debates, Newsletters, Field trip to Media offices interaction with Freelance Journalists are some of the modes in which the learner can enrich his language skills.

- **Language development in the IBDP**

In The Diploma Programme too, the school emphasizes the philosophy of all teachers are language teachers. A dynamic approach is followed by the language teachers wherein English language learning enables the student to reflect the knowledge gained across the disciplines of the DP Programme. The students are nurtured to practice the nuances of the language and be able to develop their Approaches to Learning Skills in all four levels of Listening, Speaking, Reading and Writing.

- **Additional Support for Medium of Instruction**

The school provides English lessons to all staff to support/ facilitate effective communication. The entire staff gets involved in the process voluntarily resulting in a smooth but effective transfer of knowledge. Teachers and other members of staff engage in reflection of their own practice (both individually and in collaboration with colleagues) with a view to sharing ideas and strengths, and hence improve student learning.

Opportunities that develop the students' linguistic levels in English are catered too with differentiated learning in four major skill areas, reading, listening, writing and speaking; through trans- disciplinary links.

- **Connect with the other Policies:**

As with the assessment policy, our language policy is also in alignment with the admission policies of the school. **Every student seeking admission is required to take a English proficiency test which focuses on basic grammar skills, writing skills and reading skills of expected standard. A formal interview with the student also confirms the extent to which the student is able to decode and encode in English.**

- During admission if students are falling short in English language proficiency for the demands of the IBDP, TIPS recommends an IB course, which still allows students to gain certificates in IB individual subject courses as well as an alternative of Local Indian Board.
- It is also to be noted that a student may take a self- taught first language if the chosen language is not available in school.
- A student may take a bilingual diploma

## **II SECOND LANGUAGE LEARNING -TIPS CHENNAI**

A vast majority of our learners are bilingual as they use mother tongue at home and English at school. Mother tongue is in this context being the language learnt first and used the most. Therefore, School

ensures learners are encouraged and provided with opportunities in the classrooms so that there is a continuum and learner become balanced and proficient bilingualists.

At various levels, TIPS Chennai provides Hindi (national language), Tamil (state language) and French (international language) and as per the requirement, Spanish too is also offered at the IBDP level through online platform (Pamoja). The school can also provide logistic support to a student aspiring to learn a language other than the above if necessary arrangements are made by the parents.

- Students are empowered to comprehend language through listening, reading, viewing, grammar and vocabulary-building, and to express themselves with increasing confidence through speaking, writing and presentation.

Additional language teachers view themselves as second language teachers; they hold a literature based approach to learning language; Books are selected as an ‘author study’, analyzed, compared and contrasted; students read books critically and make predictions and inferences based on information that is both explicit and implicit in a text.

### **Connect with Other Policies.**

#### **Admission Policy**

During the Admission process, parents and students are briefed about 2<sup>nd</sup> language options that are offered at school both at the Primary years Programme and IB Diploma Programme.

Parents and students are advised on the possible options that one can take up during the school years.

#### **Assessments Policy**

Students are assessed for their reading writing and listening skills in the chosen second language both at the PYP and IBDP Levels and it is a continuous process.

Development of the linguistic skills are shared with parents through a report card in a PTM.

If the student requires additional help and scaffolding, parents are informed and ‘bridging the gap’ sessions are held by the facilitators.

#### **• Mother Tongue (MT) needs include:**

- Inspiring a strong sense of local or ethnic values and culture; love and understanding of local heritage and customs.
- Transfer of knowledge and skills from the MT they have learned at home to the school language.
- The promotion of MT in school also ensures that the concepts, language, and literary skills which the children are learning in the language of instruction can be transferred to the language spoken at home.

#### **• SECOND LANGUAGE- Development of Language Profile- MT**

- Developing children's language awareness (e.g. surveying and celebrating the multilingualism of students in the class) and
- Sharing of languages in the class (e.g. Newspaper reading is introduced on a daily basis wherein the news article is read, interpreted and made to be understood, a proverb or a ‘thirukural’ is also

said to be picked up discussed and the significance is understood in cultural as well as the language perspective.)

- Opportunities to improve the students' speaking, reading, listening and writing skills and to appreciate literature in their language are provided at all stages.
- For example, students are allowed to have book review discussions on Tamil texts in class. Resources such as Internet, PPTs and DVDs, language books in the library, and having a small number of students in language classes for better learning all aid in the learning of the languages.
- Celebrations

- **SECOND LANGUAGE in IBDP PROGRAM**

- **Languages offered in IB Diploma Program: are in Language Acquisition -Group 2** are Hindi B/ French Ab./B SL/ HL/ Spanish Ab / B SL
- The learning process involves *learning language, learning about language and learning through language*. These three aspects operating together in a relevant context provide the most supportive learning environment for Language learners.
- Using several themes, linguistics skills of reading listening and writing are developed and assessed amongst the learners

- **MOTHER TONGUE IN IB DP**

- If there is a request from any student to take their national/ native language as their Language A because it is the MT, the school proactively explores avenues to make those provisions.
- The national/native language will generally be promoted through the second languages. If the school is not able to provide the course as a second language, it will try to ensure support from outside the school and over a period of time build up its own resources on them.
  - **The school promotes and advises parents on MT development and maintenance. Moreover, there will be no disciplinary procedures that impact students use of their mother tongue.**
  - The school also recognizes the value and need of vernacular communication and, in certain situations; we may therefore choose to communicate with local parents and students (for example at parent-teacher meetings) in Tamil.

- **HINDI-NATIONAL LANGUAGE**

- Students should benefit from the opportunity to learn Hindi and use it to access the culture of the country cutting across people from all over the nation.
- The school recognizes Hindi as the National Language and provides several platforms wherein learner are encouraged to connect with the language. Access to resources in Hindi

which include newspapers and magazines are provided to learners such that language skills are developed and enriched

- **ASSESSMENT IN LANGUAGE -PYP and IBDP**

- The academic calendar is divided into two semesters. Both formative and summative assessments are conducted throughout to ensure that the teaching and learning is taking place effectively and the students are progressing along the continuum. Everyday observations also play a key role here.
- The learning and assessment of our language program is based on oral (listening, speaking and vocabulary), written (reading, writing and grammar) and visual communication (viewing and presenting) strands.
- Parents are informed about the progress of skills amongst learners using PTM Platforms.

**ROLES AND RESPONSIBILITIES: Language Development:**

The Head of School, coordinators librarian and teachers are involved in the development of these criteria. Language policy needs to be reviewed and revised yearly, at the end of the school year.

All members of staff are responsible to ensure that the language policy is a working document, that it is referred to and cross referenced with any other working documents in the school.

Head of the school is responsible to communicate the language policy to all the school's constituents.

Head of school and all coordinators are responsible for professional development regarding language teaching and learning.

**FUTURE DEVELOPMENTS**

- The school is also committed to providing further opportunities in additional foreign languages. As the school increases in size, students may be offered alternate languages. Additional languages would be offered if the school can be certain that:
- Further interest in the language can be sustained in terms of student numbers and the recruitment of experienced teachers, the language will be of lasting benefit to the students
- A curriculum can be formed for the language that matches in rigor with that of the existing additional languages.

Overall, Language development is of utmost importance at TIPS and all the stakeholders to work collaboratively towards achieving the goal of effective expression and communication.

## **Reference and Acknowledgement**

### **Our Language Policy is based on the following documents**

- A Handbook for procedures for Diploma Program: IB Publication
- Guidelines for Developing a School Language Policy: IB Publication
- Learning in a language other than mother tongue in IB programmes IB Publication
- Srinidhi International School Language Policy