

LANGUAGE POLICY

C P Goenka International School – Philosophy of language teaching and learning

At C P Goenka International School we create a motivating and multilingual surroundings wherein the medium of instruction is English.

In a perpetually advancing global with converging cultures, we tend not to need good national citizens but excellent worldwide citizens who while being established in their own culture, appreciate, and embrace world culture.

C P Goenka International school pursuits to nurture an appreciation of the richness and variety of language. English contributes to the personal development of the individual child because of the cognitive functions of both spoken and written language in exploratory learning and in organising and making sense of experiences. English contributes to preparation into the adult world. The acquisition of multiple language and upkeep of the mother tongue enriches self-improvement growth and works with worldwide understanding.

The language policy endeavours to consolidate philosophy and beliefs at C P Goenka International School regarding language and its implementation in language teaching. It additionally aims to define system and strategies in place to support the development of English as well as enhance and uphold the use of mother tongue in the school community. The main objectives are to prepare students for the challenges and opportunities of adult and working life and to celebrate the achievements of students and the school and communicate in the best possible manner

English is taught as a primary language at C P Goenka International School and is also the medium of instruction.

At C P Goenka International School, language is incorporated into all areas of the curriculum. Every teacher in the school is taken into considered a language teacher. (IB Standard C3, Practice 8).

Through the IB language programmes, we intent to develop curious, confident, passionate, and able writers, readers, presenters, viewers, listeners, and speakers.

Language is always taught meaningfully and in context. This context is ever evolving however the foundation of that is real-life scenarios, the native area, and an expansive form of textual content types. (IB Standard B2, Practice 11).

We inspire the learning of language via inquiry, permitting students to form connections with context, to discover and investigate. Assessment at the school aligns with the necessities of the programme(s).

Language Profile of students at C P Goenka International School.

At C P Goenka International school the medium of instruction is English, and students have been studying this as their first language from Pre-Primary years.

English is the stipulated language of communication for all purposes. English is a universally accepted language in India.

The school believes that the contribution of parents, students, teachers, and the wider society will go a long way in growing a caring language community and confident language learners.

School's internal working language is English, in which all operational and development activities take place. English is also the language of its management, governance, and academic committees.

Being the residents of Pune. The cultural and linguistic history of majority of the student populace is similar.

The school discerns that multilingualism will improve the personal development of a child and enhance intercultural expertise and worldwide mindedness.

Due to the diversity of the student body, some teachers and students also use the regional language and/or mother tongue as a support language of communication when necessary to facilitate comprehension of important concepts, instructions, and guidelines.

The following points summarize the language profile of students currently studying at C P Goenka International School:

1. Majority of the students in Pune (70%) have Marathi as their mother tongue/ Local language.
2. A small percentage of students in Pune (28%-30%) have other Indian languages as their mother tongue.
3. Most of the students are second language learners of English.
4. English is the medium of instruction and is commonly acceptable to all.

Strategies towards effective implementation of the language policy.

The following strategies are suggested to ensure that every student is provided with an opportunity to explore his/her maximum potential:

- Public Speaking
- Celebrating diverse occasions & festivals
- Debate
- Extempore
- Theatre
- Writing argumentative, eloquent articles/essays, ingenious stories etc.
- Editing the school magazine
- Making movies on socially applicable issues.
- Using visible thinking routines
- Role Play
- Participating in Intra - School and Inter - School debate, symposia, turn-coat competitions.
- Street Play
- Oral, visual, and written language are all present within planner activities.

Support for mother tongue

C P Goenka International School enables students in realizing that a true global citizen is one who respects diversity of gender and cultural background. In accordance with the IB philosophy, the mother tongue performs a pivotal role in appreciating your roots and culture. Students are given a broader perspective on the worldwide aspect by learning a goal language and thereby appreciate the similarities and differences between their own cultures and

those of the goal language by reflecting on cultural values and behaviours. Thereby, strengthening aptitudes in student's mother tongue is important to assist students appreciate their very own tradition in addition to other's.

Below are the few measures taken by school for supporting learners Mother Tongue:

- **Read Aloud:** In addition to asking students to read books to the class in English, have students bring books to share in their mother tongue and translate!
- **Songs & Poems:** Students can teach the class songs and/or poems in their mother tongue, and translate in English
- **Library Resources:** Students will have access to a variety of dictionaries to assist them including picture dictionaries and mother tongue dictionaries.

A school library serves as the **centre and coordinating agency for all material used in the school**. Towards implementing the significance of preserving regional culture and world languages, the school organises various cultural and student exchange trips for students and teachers. Exposure to regional and host country culture and language is also experienced during completion of the service-learning element of the core when students directly interact with the local community.

Language development as an IBCP core

Students are actively encouraged to aspire gaining knowledge of a language apart from their local language, such as English. Our unique and global approach to Language development focusses on providing education of foreign languages and exposure to global cultures of the world in order to create a more enriching experience to the learning curve of the students. C P Goenka International School ensures a systematic approach to develop students and prepare them for the outside world, starting from beginner language learnings to intermediate and proficient language learnings along with exchange programs, enabling students to experience various cultures of the world first-hand.

Students will dedicate at the least 50 hours towards language development through either/ all the mediums inclusive but not restricted to oral

communication, visual representation (such as movies, docuseries etc. in English), reading comprehension and writing.

Reading programs are integrated with the core curriculum making the students more articulate and broadening their vision in language development in addition to guided instructions in English through an external tutor / language provider available at specific times.

Assessment: the assessment for the language development is stipulated through the school, faculty and may include group assessments (including role play, dances, music, etc) or individual assessments (including written tests, essay writing, storytelling etc).

Students have to record and create their very own language portfolio and complete it to the satisfaction of the school. A nominated language teacher will look at student's language portfolio at regular intervals and discuss progress with the student. The language portfolio isn't assessed by the IB but may be subject to sample review during CP evaluation.

The language portfolio enables students to map their development and understanding of the language from once they started and to have periodic comparisons.

Language development runs concurrently with the other elements of the CP core.

Teachers in addition to the school students must adhere to all elements in the direction of giving and receiving a moral education and follow academic honesty.

Language in the Career-related studies.

The career-related studies offered at C P Goenka International School accepts assignments and assessments in English.

Role of the library at C P Goenka International School

The library is essential to the language improvement programme at C P Goenka International School.

The library is incorporated with the core curriculum making our students extra articulate and broadening their vision. The school library is a crucial factor for all kinds of reading, cultural activities, access to information, knowledge building, and deep thinking.

The library at C P Goenka is well prepared with world classics, autobiographies, multicultural books, fiction, non-fiction, picture books, chapter books, board books, pop-up-books, big books, multilingual books, reference books, encyclopaedias and media that are accessible to all students and staff.

The school takes pride in its library as a valuable useful resource to promote the global mindedness element of the IB programme.

The library has a set of bilingual books, books in local languages of India and the school keeps on adding to this assortment. It is viewed as a place which strongly broadcasts that each one language are celebrated and supported.

The library additionally provides resources for collaborative planning, researching and teacher professional development.

The librarian consists of multilingual books for the students; however, maximum of the books is in English. In addition to our school library, the staff has access to guided reading collections for classroom instruction. A collection of books is available to cater to their year level specifications to expand the depth and breadth of language. Teachers collaboratively decide on what resources to purchase each year and submit the list to the librarian.

The language development facet of the core focuses on giving the student the fundamental knowledge of both the language in everyday use and also the culture of the places wherever it is spoken. This ensures that students are one step closer to a global mindset and learn to understand and embrace a culture separated from their own, thusly, becoming global citizens.

C.P Goenka International School, makes sure an education and growth opportunity for students is beyond excellence. Driven by a vision for 'learning that matters', every student through profoundly definite and exhaustive academic curriculum that guarantees not just the development of technical and academic skills however additionally the development of social, personal and emotional abilities prepping the students to become flourishing world

citizens of tomorrow.

Support for students

Most local students within the primary years, usually speak the local and national language Marathi and Hindi respectively, and so the main focus is additionally on developing the oral skills of the students in English.

C P Goenka International school comprehends that student would learn in a language other than their native language and to that end is committed to address any challenges. We are focused on providing students with any resources required to offer an integrated, well-carried out English programme. C P Goenka school endeavours to integrate student's cultural and linguistic heritage throughout the curriculum.

C P Goenka International school utilizes a framework for assortment of a child's language profile at the time of admission. Framework is based on the conversation between the student and the counsellor. Information about a child's main local language, social language, as well as their proficiency in English is discussed in detail. Where need be, the student is given complete assistance from the school to make sure that the student is comfortable with the language of instruction (English). The assist consists of online classes and weekly overview with the English tutor for any queries.

Remedies will be provided to the student by the School Counsellor & Language Development Faculty wherever needed.

Process of review of the whole school Language Policy

A Language Steering Committee is outlined, and also the language policy is reviewed annually, collaboratively involving the academic leadership team (head of school), the IBCP coordinator, language heads, teachers, and the librarian.

All teachers review the language scope and sequence to ensure that it is as relevant and comprehensive as possible. Teachers then plan collaboratively to ensure an effective implementation of the language policy.

All teachers are language teachers. All teachers make contributions to the language development of students. As such, all teachers give invaluable feedback and modifications (if required) towards the school's language policy.

We attempt to make sure that each staff members are supported to apprehend the requirements of students learning in a language apart from their mother tongue, especially in English (the language of instruction)

The following key steps have been undertaken in the development of this policy:

1. Brainstorming with the school community about their beliefs regarding language learning.
2. Study of literature related to language and language learning.
3. Construction of language profile of student community by collecting data from parent community.
4. Preparation of first draft of the policy.
5. Presentation of draft to the Pedagogical leadership team.
6. Incorporating changes and finalizing the Language Policy.
7. Publishing the language policy to all stakeholders.

The language policy is subject to review annually. (Next review: October 2022).

The review committee will be led by a member of the academic leadership team and is suggested to include the librarians, teachers, students, parents of the school and other stakeholders.

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.

Bibliography

- § Guidelines for developing a school language policy, Language and learning in IB programmes, 2011, ©International Baccalaureate Organization.
- § Language Scope and sequence, International Baccalaureate Organization 2003
- § Guidelines for developing a school language policy, by IBO
- § Internet Sources