



THE INDIAN PUBLIC SCHOOL

LANGUAGE POLICY

TIPS MISSION STATEMENT

To nurture inquiring, knowledgeable and caring young lifelong learners who are engaged citizens of our world through intercultural understanding and respect.

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.

OBJECTIVE OF THE LANGUAGE POLICY

At TIPS, Coimbatore, we believe that language, in any form, is the key to learning. This policy aims to consolidate ideas and beliefs at TIPS, Coimbatore regarding language and language teaching. This document also seeks to ensure that, as an authorized IB School, IBO Standards and Practices align with those of the school.

This document will support planning for language teaching and learning, curriculum planning and professional development. The audience for this document includes the parent community at TIPS as well as new and interested parents seeking admission in TIPS.

The Indian Public School, Coimbatore 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.

PHILOSOPHY

The Indian Public school, Coimbatore believes in and executes a language policy that is all-inclusive and highly feasible in nature. Language is a tool for communication that 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. Here every teacher is a language teacher.

PURPOSE

The purpose of the policy is to recognize 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 Coimbatore language policy document further determines the languages, other than English, that will be offered as Second languages and identifies the support that will be provided to enhance students' mother tongue proficiency at various stages and in many forms.

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

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

SCHOOL LANGUAGE PROFILE:

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

- Language of instruction,
- Mother Tongue (Tamil) or Hindi (official Language) or Native Language
- International languages French & Spanish (DP).

Language of instruction:

At TIPS, Coimbatore, 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-

social interaction.

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. A lot of resources like speeches, 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.

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. In DP the school and facilitators aid in enhancing the language skills of a student through oral presentations, watching movies in the 3D theatre, listening to audio tracks, debates, Newsletters, organizing fest.

However, we also recognize 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.

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

Additional Language Learning in TIPS Coimbatore:

At various levels, TIPS Coimbatore provides Hindi (official language), Tamil (state language), and French (international language) and on a need basis Spanish is also offered at the IBDP level through online (Pamoja). However, the school can provide logistic support to a student aspiring to learn a language other than the above, if necessary, arrangements are made by the parents.

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.

Literature, considered worthy of aesthetic merit, is assimilated into the curriculum; differences and similarities in literature (structure, purpose, and cultural influence) are looked into.

Language is used to understand about the nature of language itself; language is seen as a valuable life skill, as a means of reflection, and as a system of communication.

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.

Language completely supports the Language learning process.

Mother Tongue (MT) needs include:

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local heritage and customs.

Transfer of knowledge and skills from the MT they have learned at home to the school language.

Promotion of MT in school so that the concepts, language, and literary skills which the children are learning in the language of instruction can be transferred to the home language.

Classroom projects are focused on:

a) developing children's language awareness (e.g., surveying and celebrating the multilingualism of students in the class) and

b) 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 their speaking, reading, listening, and writing skills and to appreciate literature in their language. For example, students are allowed to have book review discussions on Tamil texts in class.

Resources Digital Lib such as the Internet, PPT's and DVDs, language books in the library, small number of students for better learning.. For DP British council digital library, National digital Library, Inthinking , Newspapers and Magazines.

We promote maintenance and enrichment of the mother tongue by encouraging families to continue speaking, reading, and writing the language at home. We also recommend that families take advantage of the many mother tongue instructional opportunities available in our community.

IB DP requirements: 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.

In exceptional cases, the school makes provision for ESL support and makes it possible to have them take ESL at IGCSE and English B or two Languages A at the IBDP level. The school will, however, from time to time review the need to have ESL regular program based on the changes in the student's language demographics.

As per the IB Policy, the school ensures that students are at least bilingual thereby promoting internationalism.

Pongal (on Jan 14th) or events in commemoration of Tamil culture that promotes the development of mother tongue at the local level as per the present scenario.

Promotion of National Official language (Hindi):

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 linguistic and cultural aspects of children and communities are strongly affirmed in all the interactions of the school, encouragement to learn, and opportunities for use of the official language are provided. The school thus celebrates the diversity that exists in the wider society.

The teachers promote bilingualism among children and create awareness about their responsibilities as they are the future contributors to their societies, and to the international global community.

Resources such as internet connectivity, newspapers, journals, library books, and magazines are extensively used.

Students engage in celebrating Hindi Diwas and organize Kavi Sammelans amongst other activities to promote Hindi as the national language.

To promote bilingualism and the use of national as well as the regional language, students engage in celebrating national days and regional festivals, by engaging in performances like speech presentations, songs, folk dance, local sports, etc., in both Hindi and Tamil.

Additional English Language Support:

Designated teachers will lend support to the children who need help in English learning. Such students are given special tutoring, catering to their level and needs until they reach the required level of English proficiency. Teachers generally are trained to assess levels of English and they report to Senior Management about the progress of each child.

Languages taught in each grade of the school:

Grade	Languages taught
PRE KG	English, and Hindi (oral) / Tamil (oral)
KG 1	English, and Hindi (oral) / Tamil (oral)
KG 2	English, and Hindi (oral and writing) / Tamil (oral and writing)
Grade -1 to Grade -5	English, and Hindi / Tamil (Additional language – thrice a week - Hindi/Tamil)
Grade - 6 to Grade - 10	English, and Hindi/Tamil/French

Languages offered in IB Diploma Program:

The languages offered are as per the interest of the student group for the first year which is mostly inclined towards Language and Literature. The school is committed to offering English Literature for the future student group.

Studies in language and literature (group1) – English A Language and Literature
Language acquisition (group2) - Hindi B/ French Ab./B SL/ HL/ Spanish Ab / B SL/
Tamil 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.

The Inquiry approach provides an authentic context for students to develop and use language. Language is taught through the relevant, realistic context of the units of inquiry. When language is taught outside the programme of inquiry, links to the transdisciplinary themes or ideas are explicitly made.

It is believed here that purposeful inquiry is the way in which students learn best. Towards this, students' prior knowledge and purposeful inquiry are given priority. However, there are occasions when students are given a series of strategies for learning language (word building, word meanings, including rote learning) in order to progress in their understanding rather than struggling to proceed.

A Periodical feedback system is followed to identify the language needs of each student.

Teachers are continually updated with the changes in Language practice. Professional development is offered to teachers in the school to improve language teaching.

The students are encouraged to keep themselves abreast with the current affairs by asking them to skim through the newspaper and this buoys them up as well, for public speaking.

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. The process gets going once the school year settles.

The school library is an asset to the school as it brings to the students a vast reservoir of knowledge. Magazines, newspapers, DVDs, and books are available in English and other languages.

The learning and assessment of our language program are based on oral, written, and visual communication strands.

Field Trips to media offices; interviews and expert talks with professional and freelance journalists are conducted to enhance their language skills.

Practices that reflect our beliefs:

- A wide range of books, including a selection from the library is made available in every classroom.
- The classroom environment is rich in print with labels, signs, explanations, teacher and student writing.
- Children can access information from books, reference materials, and multimedia resources with the goal of developing independent learners.
- Students are given the experience of using a variety of media, drama, oral presentations, exhibitions, and multimedia presentations.
- Books in different languages are available and students are encouraged to read for pleasure as well.
- Teachers read frequently from both fiction and non-fiction books.
- Children are engaged in subject discussions as well as social conversations as appropriate.
- Children communicate their understanding and learning both in written and oral format.
- Children are encouraged to express opinions and feelings and use language responsibly and respectfully. Provisions are made for sharing reading and writing.
- Staff and students use language as a vehicle for engaging in inquiry-based learning.
- Student writing and teacher writing are displayed. Students have the opportunity to publish their work.

Language Assessments:

The academic calendar is divided into two semesters. Both formative and summative assessments are conducted throughout to ensure that the teaching and learning are taking place effectively and the students are progressing along the continuum. Diagnostic assessment is conducted for the Hindi language at the beginning of the year to check students' levels. Everyday observation also plays a key role here.

The learning and assessment of our language program are based on oral (listening, speaking, and vocabulary), written (reading, writing, and grammar), and visual communication (viewing and presenting) strands.

A range of appropriate assessment methods such as portfolios, writing analysis, verbal assessments are used.

Assessment strategies and tools are used based on our assessment policy.

All teachers consider language development in their planning and assessing and supporting language acquisition in their teaching.

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 an English proficiency test which focuses on basic grammar skills, writing skills, and reading skills of

which the student is able to decode and encode in English.

Roles and responsibilities towards Language Development:

Head of school, coordinators, 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.

The Head of the school is responsible for communicating 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.

Further 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.

Language Development in the Primary Years:

Especially in Primary Years, the school follows the philosophy that 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. The language program is loosely based on leveled reading writing programs and not on 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 a differentiated approach followed by the trained staff. The students are encouraged to use language in the day-to-day situations to master it.

Language development in the Diploma Programme

In The Diploma Programme too, the school emphasizes the philosophy that 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.

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

THE LANGUAGE POLICY AS A WORKING DOCUMENT

The TIPS Language Policy is to be considered a working document that is reviewed and revised at least every five years in conjunction with the school's IB self-study review cycle, or more frequently if changes in the school's student population, state or federal laws, or IB course offerings and/or sequencing dictate review and revision. A member of the academic leadership team including librarians, teachers, students, and parents of the school leads the review committee. The review committee ensures 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. TIPS has undergone policy revision in 2016, 2021 and the next review will be in 2022.

COMMUNICATING THE LANGUAGE POLICY TO ALL STAKEHOLDERS

The TIPS IB Language Policy is available to all current and prospective students and families as part of the comprehensive TIPS essential documents; this document serves as the "Handbook" for potential and current students. These policies are also communicated to students and parents through the admission team, class teachers, counselors, and the coordinator at the start of each academic year as part of formal orientation.

References:

- A Handbook for procedures for Diploma Program: IB Publication
- Guidelines for Developing a School Language Policy: IB Publication
- The Indian Public School, Coimbatore: Language Policy
- Srinidhi International School Language Policy

