

CHIREC INTERNATIONAL SCHOOL
LANGUAGE POLICY

Version 6

Reviewed on 8 JULY 2021



VISION

We envision an inspiring school community of thriving, high-achieving critical thinkers, collaborative lifelong learners, compassionate human beings and responsible citizens dedicated to the common good and to making India and our world more equitable, tolerant, democratic, peaceful and prosperous but sustainable.

MISSION

Our mission is to bring our vision to life by empowering young people to meet global challenges with confidence and skills of a high order acquired through innovative learning and technology, and to inculcate in them the values of independent, engaged and thoughtful world citizens.

We nurture the innate potential of all students through rich academic and co-curricular programmes so that they will grow into focused but open-minded, dutiful, ethical, caring, healthy and flourishing individuals who set their own goals and exceed them. We go beyond our commitment to academic rigour and excellence to offer our students manifold other opportunities for transformative growth in fields such as visual and performing arts, sports, community service and participation in international events.

PHILOSOPHY

Our philosophy is to educate 'The Whole Child' through a framework that develops the key areas essential for shaping a balanced and all-rounded personality. Our holistic system of learning sets quality benchmarks that prepare our students for success while navigating a dynamic, volatile world.

LANGUAGE POLICY

CHIREC recognizes that language is fundamental to all learning because our experiences are woven around language as a means of communication and expression. We believe that all teachers are language teachers as language skills enable them to convey, share ideas or opinions and such interactions translate to the students as well in reaching out effectively. All subject teachers recognize the importance of language as it is integrated into every aspect of the curriculum they teach. We also believe that language is a key factor which helps students to experience the essence of each subject. CHIREC believes that language policy plays a pivotal role in fostering international mindedness, intercultural understanding, and global citizenship.

At CHIREC, we offer language courses based on input from language teachers, the requirements, preferences of students and feedback of parents. All efforts are made to integrate language teaching with teaching of other subjects.

Philosophy

At CHIREC, we believe that:

- Language is the primary means of communication and learning.
- The acquisition of language is a lifelong process and is a central component to intellectual and personal growth.
- Language promotes internationalism and multicultural understanding.
- Language learning is fostered in all aspects of the school programme.
- No linguistic discrimination will be made at the time of admission.
- There shall be one common language of interaction throughout the campus, whether such interaction is academic or social.
- Formation and/or isolation of any group of students based on language and ethnicity will not be supported by the school.
- Language acquisition should aim at equipping students better for higher studies and life in a multi-lingual global environment.
- The first language must be the language in which the student is most proficient, or which has been the medium of instruction of a student for a maximum number of years.
- Students must learn at least one or two languages apart from the first language to gain awareness of other cultures and build socio-economic and cultural relationships in a global and multi-lingual environment.
- The second language may be the mother tongue, the second-best language or a foreign language that is academically significant.

Aims of Language Teaching and Learning

Language teaching at CHIREC enables students to:

- Develop basic language skills of listening, speaking, reading, and writing.

- Learn and use language accurately, appropriately, spontaneously, effectively, and confidently.
- Develop students' competence in oral and written communication.
- Use language skills in a variety of contexts and purposes.
- Explore language as a means to understand and respect different perspectives of people from other cultures.
- Develop students' awareness of the role of language in other areas of curriculum.
- Provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.

All teachers at CHIREC are experts of the language and vocabulary used in their subjects. Language is embedded in concepts, context, command terms and subject specific terminologies. These terms are transferred from one subject to another and students understand the multiple meanings of the same term in different subjects and communicate using language effectively.

Essential Agreements:

- List of command terms with their meanings are shared with students from the subject guide so they can use it as a reference. This is especially useful for students who do not have high level of fluency in English language.
- Introduction of key terms at the beginning of the topic and encouraging use of subject specific vocabulary.
- These are consciously included while preparing the unit plans.
- Repeated use of these terms in the class, assignments, and written and oral assessments. Questions are framed using the command terms in the formative and summative assessments so there is no ambiguity in understanding the expected response
- Including TOK concepts and vocabulary during the integration in the respective subjects. This helps students become familiar with these terms and use them appropriately in the TOK assessments.
- The learner profile attributes and ATL skills are included in the unit plans and are made visible to students in the classroom and the school, so they connect with these terms and imbibe their essence.
- The grade descriptors, internal assessment criteria and core components assessment criteria are read and discussed in the classroom to help students to get familiar with the phrases used and thereby understand the learner expectations.
- During the IBDP weekly meetings, the DPC brings the attention of the teachers to the usage of DP specific terminology in unit plans, design of assessments and rubrics and during the classroom communication.

Reviewing language policy

- Discussions on the need for making the DP teacher and learner expectations visible in the classroom and the school and making this available to parents as well.
- Reflecting on the student demographics for every cohort in terms of language support needed.
- Identifying students and teacher groups who share a mother tongue to have some combined sessions.

- Making all the languages offered in the school (Hindi, Spanish and French) visible in the school assembly, celebrations and in the school magazines and newsletters.
- Collaborative meetings of Group 1 and 2 teachers to understand how they can support students in their own classes and provide scaffolding for other subject teachers if needed

Language in subjects:

- Language Teachers: All language teachers are responsible for sourcing and purchasing a range of quality texts so that students can explore different genres such as stories, plays, explanations or persuasive writing in different languages.
- Comp Science: The use of ICT is an integral language learning tool. The students complete their IA using a language of their choice.
- Celebrations: Throughout the year, students are exposed to numerous celebrations linked to the diverse cultures within our community to promote international mindedness and an appreciation of other country's culture (e.g., Hindi Diwas, French National Day)
- Guest Lectures: Subject experts are invited to guest lectures who use terms related to those subjects and augments language exposure and understanding.
- Field Trips: The expert guide students and use language in context that enhances students' learning of language. The guides in the field, at times are not well versed with English and communicate in either Hindi or Telugu which gives students an exposure to these languages and students helps each other understand.

Language Profile at CHIREC

- CHIREC caters to a multicultural and multilingual community.
- The students come from all parts of the world and primarily communicate in English, but equal importance is given to other languages including mother tongue.
- Hyderabad has a diverse language community. It is the IT Hub in the state of Telangana. The mother tongue of the people of Telangana is Telugu; however, because of the IT link most of the populace also have Hindi and various other regional languages as their mother tongue. Regional languages spoken in school are Bengali, Tamil, Kannada, Punjabi, Urdu, Gujarati, and Marathi.
- Across the school the medium of instruction and communication is English, but we do not hesitate to provide support to any section of the community who cannot understand and communicate in English. It must be added here that our students are most proficient in English as they learn this language from the age of 2 and half. This is the language they learn for maximum number of years before IBDP.
- A sizeable section of our students are citizens of other countries and Indian by origin. For them, English is the primary medium of communication.
- Hindi (National Language), French and Spanish (Foreign Languages) are offered as options in Language Acquisition.
- The State language Telugu is a mandatory language to be studied till grade 8.

Languages Offered in the IBDP Programme at CHIREC: The IB Diploma Programme provides great range, depth and versatility in its language offerings and the objective of this is to identify a student's current proficiency and take the student ahead on structured language pathways.

In the DP curriculum we offer:

GROUP	OFFERED TO STUDENTS WHO:
<p>GROUP 1</p> <p>English Language and Literature- A1</p> <p>HL /SL</p>	<p>Is a fluent language user:</p> <ul style="list-style-type: none"> • is competent in the language but who would like to further improve language proficiency • knows the language as well/nearly as well as his/her home language but does not wish to study it as a literature course <p>Students will:</p> <ul style="list-style-type: none"> • Focus on the study of language acquisition, combined with the study of literature. • Study the culture of the target language • Study, literary and other texts (such as media) and demonstrate advanced analytical skills in writing and speaking.
<p>GROUP 2</p> <p>Language B</p> <p>Hindi /French/Spanish SL</p>	<p>Is a language learner:</p> <p>Language B</p> <ul style="list-style-type: none"> • has studied the language at least for three years • has a comfort level with the language but wants to improve on it further by acquiring greater fluency
<p>Hindi B HL</p>	<p>Is a language learner:</p> <ul style="list-style-type: none"> • has studied Hindi up to grade 10 <p>Students will:</p> <ul style="list-style-type: none"> • Learn to communicate effectively in a language right from day-to-day communication to the study of literary texts. • Gain insights into the culture of the target language. • Master the language skills.
<p>Ab Initio SL (French and Spanish)</p>	<p>Is a beginner:</p> <ul style="list-style-type: none"> • Has little or no experience of the target language wants to further improve on and develop his linguistic skills in the target language. • Has obtained a lower final grade (C and lower than that) in Grade 10 and wishes to continue in the same Language.

--	--

Local & other Language Support

- CHIREC understands the importance of local language.
- There is significant cultural and linguistic diversity among our staff and students.
- CHIREC supports ‘Telugu’ and other regional language students by procuring resources for the library in the form of books, CDs and magazines.
- Local language and other languages are encouraged and promoted through language assemblies, articles in school magazines/class websites and celebration of language weeks [Hindi Week/French/Spanish]
- Co-Curricular Activities like essay writing are conducted in school so that languages other than English are encouraged.
- We encourage volunteers from the parent community to help us in promoting regional languages as they are an inherent part of our culture thereby encouraging multilingualism and religious tolerance.
- The learning resource center supports students by procuring Bilingual Dictionaries that allow access/help in easier processing of information-
IB does not offer Telugu as a second language for external examination but based on the student profiles, we would like to offer Telugu as a language.

School Supported Self Taught Language

- Every Diploma candidate is required to include a Group 1 language, at either HL or SL levels.
- If a Diploma candidate wishes to study Language A in his/her native language, the student can do so as a Self-Taught Language. This will be a 2-year course in Literature for Language A and will be made available for students to study at Standard Level (SL) only.

Communication Channels at CHIREC

- All official communication and documentation in CHIREC will be in English as it is the official language of the school.
- Most of the CHIREC parent community communicates effectively in English.
- For parents who cannot speak or communicate in English, CHIREC staff helps them with the interpretation in a manner necessary.
- Parents can bring their personal translators in case none of the staff at CHIREC is conversant with the language spoken by the parents or guardian of the student.
- This policy is communicated to the students and parents through the student handbook. The policy is shared with the school community through in-house circulars and staff handbook of procedures.

Review of the Policy

- This Language Policy document will be reviewed every 2 years by the IB language teachers, DPC and school leadership team.
- It will be reviewed in cases of exigencies which have not been covered by the above.
- It is the responsibility of the Diploma Programme Coordinator to ensure that this review happens.

CURRENT PRACTICES FOR LANGUAGE LEARNING:

- At CHIREC, the medium of instruction is English, and it is the first language for all the students.
- The languages offered for Language Acquisition are Hindi B, Spanish B/Ab or French B/Ab. Students are expected to choose any one of these.
- At CHIREC International, Foreign Languages' Teachers are expected to converse with students taking up such language in the target language. This hones students' proficiency in the language and motivates students to further learn the language.

Various languages are developed through:

- **Reading:**
 - Biographies
 - Reviews
 - Fiction
 - Factual accounts, expository texts
 - Read Aloud
 - Comics and graphic novels
 - Newspaper and magazine articles
 - Stories
- **Writing:**
 - Reports
 - Journal entries
 - Letters
 - Poetry and lyrics
 - Essays, Articles
 - Reviews
 - Email and instant messages
 - Interactive Writing and Editing
 - Travelogues
 - Diary writing
 - Blogs
- **Speaking and Listening:**
 - Peer learning
 - Role Plays

- Debates and Discussions
- Speeches
- Dramatizations
- Language Labs
- Presentations
- Oral Activities
- Videos
- Broadcasts
- Announcements

At CHIREC International, MLA/the other styles of referencing as accepted by IBO are followed to script bibliography.

However, for enriching the learning experience cross-linguistic references are acceptable and encouraged.

How do we support students having difficulty in coping with language?

- Additional help classes are held after school for an hour with prior parent permission.
- We incorporate different learning styles and use different teaching strategies in our lesson plans. [Eg:-visual representation]
- The emphasis in these intervention classes is on vocabulary, comprehension and fluency to enhance the individual's learning and confidence.
- Students may struggle in the language acquisition due to learning difficulties. Such students are identified and given remediation by the Remedial Counsellor.
- Language specific links of videos are shared with students to listen/watch

ASSESSMENT:

The level of attainment and mastery of the language will be ascertained by formative and summative assessments as per the Assessment Policy in the Languages.

Current Practices Followed in School

- We use the MLA format/other styles acceptable to IB as the referencing system.
- We accept US and UK spelling.
- Slang and SMS language is not accepted.
- Proper syntax and structure are emphasized and encouraged.

This document has been reviewed on the 8th of July 2021 by a team comprising Principal, DPC, Academic Advisor, HODs, Librarian and subject facilitators especially teachers responsible for language development in school.

Reference: Guidelines for developing the Language Policy-IBO

