

## **LANGUAGE POLICY**

"Learning to speak another language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

- Sandra Savignon

### **LANGUAGE PHILOSOPHY OF GENESIS GLOBAL SCHOOL**

Language is central to human existence as it is the medium of exchanging meaning and knowledge. It is through language that all learning takes place; hence it is the main tool of cognitive development of a student. GENESIS Global School recognizes that Language is the driving force that connects all of the disciplines and will endeavour to promote language learning among its learners to facilitate their academic, social and emotional growth. GENESIS will encourage its learners to pursue learning of other languages in addition to their mother tongue. The language of instruction in GENESIS is English, which is not the mother tongue its students. Proficiency in the English language help these learners to explore and gain knowledge from the vast resources available internationally. The school will provide all resources including materials and coaching to help learners be proficient in the English language. In addition, the school provides learners the same support in the second language of their choice.

We at GENESIS firmly believe in the importance of the mother tongue in the holistic development of learners and provide an environment conducive to multicultural learning. Through Language one is able to form his or her own identity, explore one's environment, solve problems and express with clarity. Towards this goal, every teacher has to take up the role of a language teacher.

Our goal is for students to achieve proficiency in English, the language of instruction, as well as in other languages they pursue. Language acquisition helps the students to become proficient in listening, speaking, reading, writing and comprehending the content.

**We believe students learn best if they are provided with opportunities to:**

- engage in learning within meaningful contexts.
- link it with their previous experiences, needs and interests.
- self-assessment through reflection.

**These opportunities can be created for the learners by teachers when they:**

- plan learning experiences that enable learners to develop language within meaningful and enjoyable context.
- integrate language with other subject areas.
- use a wide range of strategies for teaching, learning and assessing.
- provide language learning opportunities that support learners inquiries and the sharing of their learning.
- encourage learning a language, learning about that language and learning through that language.

### SCHOOL LANGUAGE PROFILE

In GENESIS, the medium of Instruction is English and students have been learning this as their first language right from Reception as this is the stipulated language of communication for all purposes .A statistical analysis of the demographic profile of these students reveals that almost 95% of them come from families where, the language spoken at home is Hindi, Bengali or some other native language. The balance 5% are of different nationalities and languages like Korean and Thai. English being a commonly accepted language in the host country, it is also used as a means of communication in most homes and is not really considered a foreign tongue by students, teachers and parents. It is the school's internal working language, in which all operational and development activities take place. It is also the language of its governance, management and academic committees.

**CURRENT PRACTICES RELATED TO ENGLISH LANGUAGE LEARNING & TEACHING**

The school promotes a plethora of activities which are woven into the curriculum of English Language and Literature to ensure that students take pride in communicating in English and constantly enhance their vocabulary and fluency. All students are expected to converse in English and are constantly reminded to do so. Since all subjects except the second language are taught through the medium of English, the students are constantly and inadvertently learning the nuances of the language.

The school provides support for the development of English through the following activities:

- Special educators for teaching English to students who are doing English as a foreign language for the first time.
- Variety of student driven publications where students are encouraged to contribute their compositions as poems/articles/ reports etc. Leading from the front are the students of the editorial boards of these various publications.
- The special class assemblies wherein each class gets the opportunity to do presentations on stage in the form of short skits, plays, group discussions, street plays etc.
- Co-curricular clubs and societies such as Debating, Creative Writing and Dramatics which cater to the enhancement of language skills through a range of interesting competitive and non - competitive activities.
- Celebrating Book Week every year during which theatrical presentations and other assignments such as Poster Designing, Wall Magazines and Book Reading are integrated into the curriculum.

**SEN and ESL Students:**

The School makes provision for Special Educational Needs (SEN) students and students with English as a second language (ESL) through the following activities and strategies:

- Prior knowledge assessment.
- Planning for different abilities.
- Accumulating resources needed for each ability group.
- Implementing teaching strategies.
- Summative assessment of groups.

- Remedial instruction.
- Regular monitoring in the form of monthly formative assessments in oral and written expression.
- Regular communication with parents about student's progress and collaborating with them for improvement of her/his performance.
- Tracking the performance of students by maintaining a tracking sheet and passing records on to different levels.

### **Developing the Oral, Visual and Written aspect of language: PYP**

Language scope and sequence is formed under the following areas:

- Oral - Listening and Speaking.
- Visual - Viewing and Presenting.
- Written - Reading and Writing.

Language Scope and Sequence is planned horizontally and vertically and will have aspects of teaching, learning, reflecting and assessing in both ways i.e. formative and summative.

### **Integration of Communication and Analytical Skills: (Sec. School and Diploma Programme)**

The main focus is not only to encourage students to communicate fluently in English, but also to instill a practice where the student's thought process too starts flowing in the same language. This will further ensure that the student uses his language prowess while analyzing and evaluating any given topic in other subjects, too.

The six main skills developed are as follows:

- Reading.
- Writing.
- Speaking.
- Listening.
- Analyzing.
- Creating.

## Aspire To Inspire

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

- Role Play.
- Extempore.
- Debate.
- Radio Shows.
- Theatre.
- Writing argumentative, persuasive articles/essays, imaginative stories etc.
- Editing the school magazine.
- Making movies on socially relevant issues.
- Street Play.
- Public Speaking.
- Celebrating various occasions & festivals.
- Organizing commentaries during sports activities.
- Participating in Intra - School and Inter - School debate, symposia, turn-coat competitions.

### MOTHER TONGUE SUPPORT

The School firmly believes in inculcating a feeling of pride in the mother tongue. Since, students represent the diverse culture of the society, it becomes imperative to recognize the importance of the mother language and include it in the learning process.

The School actively involves the Parents in the learning process through an informal interaction (story telling sessions, puppet show, folk songs and regional music in their mother tongue or cooking) in the mother tongue.

The school supports the Parents by allotting a dedicated time once a month to share and enrich the learning process by adopting the mother tongue of students as a necessary tool of means of communication (PYP).

The school allows second language students to use paper dictionaries in all assessment and in class assignments except in language assessment.

## Aspire To Inspire

For students with low level skills in English, which is the language of instruction, the teachers sometimes explain the concept in the mother tongue for better understanding.

### OTHER LANGUAGES

In GENESIS Global School:

- Hindi is taught as the Second language till class 8.
- Class 4 onwards, the students are offered a third language, which is currently French.
- Class 6 onwards the students are offered a choice in the third language from the following options- Sanskrit, German, Spanish and French.
- Class 9 onwards the students have the freedom to choose their second language from French, Hindi, German, Sanskrit and Spanish

In the IB diploma programme, the school offers self- supported and self -taught options in group 1 to maintain the development of the mother-tongue.

The school also offers opportunities for learning other languages in DP through ab - initio and B - languages of group 2.

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## PROMOTION OF THE LANGUAGE OF THE HOST COUNTRY

Hindi is the language of our Host country and is also the Second Language being taught from Class Kindergarten and up to Class 8. The School promotes the learning of Hindi language by means of the following:

- Part of the curriculum.
- Hindi Diwas (Hindi language day).
- Competitions : writing, poetry, speaking, drama, inter class.
- School magazine : a separate section or a separate magazine (quarterly)
- Library: a separate hindi section and children are encouraged to issue books once in a month.
- Story telling sessions.
- Marking Authors month eg. Premchand's Birthday month.
- Display: Hindi work.
- Assembly: Hindi prayer, Hindi thought of the day, news reading etc....
- Book Week.
- Class Libraries.

## LIBRARY - THE RESOURCE CENTRE

The Library is a rich resource centre that provides a completely independent and comprehensive support system to the student. The resources available to the students and teachers to promote language learning are:

Listening CDs, Speaking Samples, Movies in various languages, Documentaries, Books - fiction and non-fiction, language books, Journals, Magazines etc.

## LINKING LANGUAGE POLICY TO OTHER DOCUMENTS

- The School personnel explain the content of the admission form and other school documents in Hindi or have it translated and explained in Korean, Thai or in any other language convenient for the understanding of the parents.



- The summative assessment results are also translated in the required language for parents who do not understand English.
- The language policy will be published on the official school web site.

## LANGUAGE ASSESSMENT

Language is assessed as- **Oral** (Listening and Speaking), **Visual** (Viewing and Presenting) and **Written** (Reading and Writing)

### **Formative Assessment-**

- Continuous and ongoing
- Assesses the journey- learning process
- Ability of the students
- Helps plan next stage of learning (promoting learning)

### **Summative Assessment-**

- Assessing the end/ final product
- Demonstration and application of their learning
- Understanding of the central idea

## LANGUAGE IN THE TRANS-DISCIPLINARY CURRICULUM AND INQUIRY BASED LEARNING:

- Language is integrated through the subjects along with 6 Trans-disciplinary themes.
- Language policy complements the other School documents.
- The language policy includes formative and summative assessment around the learning experiences.
- The policy includes skill and sub skills in listening, speaking, reading, writing and visual presentation.

## SHARING OF LANGUAGE POLICY

Language policy will be shared with all stake holders (Teachers, Administrative staff, Parents and Students) through various modes of communication:

- A presentation on school policies, IB Diploma Programme, IB Primary Years Programme, Cambridge IGCSE and the National CCE curriculum are special features during the Orientation Programme for new parents, students and teachers on the first day of the academic session organized by the Head of School, IBDP Coordinator, the IB PYP Coordinator and the Academic Dean.
- During the in-house Teacher Training Programme the new teachers are given time to appraise themselves and understand the school policies.
- All school policies are communicated to the teachers, students and parents through regular communication and are uploaded on the school website once finalized.
- (PYP specific) We conduct a Parent orientation for the Pre- Primary School Parents once a year to acquaint them the ways of teaching Phonics (e.g. the parents should be aware of the way we write the letters of the alphabet and their sounds). We further acquaint Parents of Junior School with the method of inquiry, its progression and action through languages.

## REVIEW PROCESS- LANGUAGE COMMITTEE

The School will form a Language Committee which will include following members:

1. IB representative-1
2. Senior School Language Teacher /HOD -1
3. Middle School Language Teacher /HOD -1
4. Upper Primary Representative-1
5. Pre-Primary Representative-1
6. Administration -1
7. Member of Student council-1
8. Host, 3<sup>rd</sup> and Other Language Teachers to be part of the committee-(proposed/ whenever required)

The language committee undertakes an annual periodic review before the beginning of the academic session.

This policy has been formulated with inputs from PYP teachers, DP teachers, PYP Coordinator, DP Coordinator, Administrative Head and Head of School

## **ACQUAINTING OTHER STAFF IN LANGUAGE**

- Workshops to be conducted annually for common terminologies.
- Specific groups as per their requirements (especially Class IV employees).
- First language training for all staff.
- Use of English as the language of communication by all, at all given times.

## **BIBLIOGRAPHY**

- IB Language Policy document