



LAHORE GRAMMAR SCHOOL
JOHAR TOWN INTERNATIONAL

Language Policy

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LGS JT International Mission Statement

The school's mission is to develop life long learners who are confident, compassionate and committed to see education, and the process of acquiring both knowledge and understanding, as the ultimate means to a more peaceful, progressive and sustainable world.

Philosophy and Policy Objectives

LGS Johar Town International offers a programme that promotes bilingual and bicultural 21st century learners through both English, the official language of our country, and our national language Urdu. We view bilingualism and multilingualism as “essential to the concept of an international education that promotes intercultural understanding” (Learning in a Language other than the Mother Tongue in IB Programmes, 2008, p. 3)

All LGS JT teachers are language teachers just as all our students are language learners. We aspire to build a learning community that supports and encourages language development while strengthening confidence and creativity in a way that values our students' identity and sense of self. We recognize that language learning is "a developmental process where there are opportunities for students to build on prior knowledge and skills in order to help them progress to the next phase of language development." (*Language and learning in IB programmes*, 2011, p.17)

The purpose of this document is to lay out policies and procedures to engage all our stakeholders in our goal to develop internationally minded students, to guide curriculum, instruction, and assessment; and for review for our senior administration, faculty, and staff.

IB Standards and Practices for Language

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Language Profile

English and Urdu are official languages of Pakistan, and Urdu is the national language. Urdu, English, and the regional language Punjabi are widely spoken languages across the student community.

The medium of instruction in school is English, and thus mandatory for all students. The curriculum, instruction, standards and assessments for all subjects is in English. English is also the school's internal working language, in which all governance, management, operational and developmental activities take place. Most students have second language proficiency in speaking, reading, and writing English.

Urdu is the mother tongue and most students are native-level speakers of the language, however, students do not have native-level writing or reading proficiency in Urdu. Since English is the primary mode of instruction for all subjects other than Urdu itself*, many students lack writing and reading proficiency in Urdu. As Urdu is the national and official language, it is mandated by the State for all students to take Urdu from Playgroup to O Level in Grade 10 (equivalent to the IB MYP).

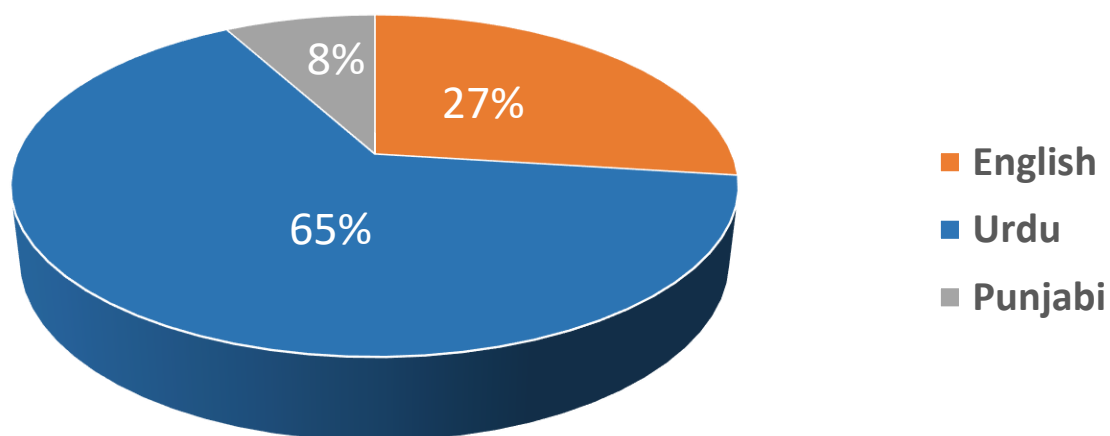
Punjabi is the regional language in the Province of Punjab. It is the language spoken by many of the student body's parents and grandparents, but not necessarily passed on to their children. It is also important to note that while it is a widely spoken language, it is uncommon for writing and reading.

*While instruction has been largely in English, recent years saw a political movement calling for change in the language of instruction for Social Studies and Islamiyat into Urdu.

Language Steering Committee

Language Steering Committee Members	
Zohair Latif	DP Urdu Teacher
Azka Shahid Rasul	DP Group 1 Teacher
Kanwal Eshai	DP French Ab Initio Instructor
Sara Khalid Ismail	CAS Coordinator
Ahsan Ali	College Counsellor/EE Supervisor
Syed Murtaza	IGCSE Teacher/EE Advisor
Patrice Fouquet	Head of school/French consultant
Anum Maqsud	DP Coordinator

Language Profile - Native language of the students



Responsibilities of the language steering committee:

- 1) Recognize the need to develop a language policy
- 2) Draft the language philosophy and policy, and communicate it with those they represent as well as additional stakeholders.
- 3) Review and revise the document once every academic year.
- 4) Recognize potential gaps between policy and implementation and
- 5) Consider the role of language in course outlines, unit planners and assessment
- 6) Record and report feedback on the policy to the committee

Support for Mother Tongue Languages

As defined by the International Baccalaureate, the definition of Mother Tongue in this context is: the language learned first and the language which is known best and used most. The majority of students at LGS Johar Town speak Urdu as their mother tongue.

Junior & Middle School

The students are encouraged to use their mother tongue to express their feelings, needs and thoughts during formal and informal contexts. Urdu is celebrated and promoted through class discussions, student presentations during assemblies, student displays, visits by parents to share stories and information, and celebration of International Days and Events, including the International Mother Language Day.

The library also provides support with resources in both English and Urdu, which are accessible to students and teachers. Students are encouraged to participate in language clubs, reading books written by regional authors and occasionally write book reviews of books written in regional languages. Students are also encouraged to read local and international newspapers for getting information on events of national and international significance.

A non-exhaustive list of activities and events in Urdu are listed below. These events do not necessarily take place annually as student and teacher preferences are taken into account when creating the events and co-curricular calendar.

- Urdu Declamation competitions

- An Urdu poetry competition called “Muqabila Urdu Muhshaira”
- An Urdu Idioms and Proverbs competition “Muqabila Muhawarat, Zarb ul Amsaal
- An Urdu creative writing competition “Muqabila Takhleeqi Likhai”
- An Acting and Dialogue Delivery workshop “Adakari o Mukalma Adaigi”
- Impromptu Urdu story telling activities headed by the Urdu Coordinator

Punjabi Language

As a school located in the Pakistani part of Punjab, we celebrate the rich life of the Punjabi language, its culture, and its importance both regionally and nationally. LGS JT is a strong advocate for students to gain exposure to Punjabi. We currently offer Punjabi in class 7 and 8 once a week for all Middle School students.

IGCSE

Our school adheres to the national requirement of the study of Urdu Language and Literature up to Class 10 (equivalent to the IB MYP). In addition to this, we promote and encourage learning and interest in our mother tongue through curriculum mapping, curriculum planning, activities, and extracurricular activities such as Urdu Debating Competitions.

Students are given opportunities to analyze, organize, produce and communicate through their native language, Urdu, and the official language of the country, English. A variety of tools and strategies are used to assess students’ progress and development in language. Spelling protocols are practiced by all grades and students are encouraged to self-assess by way of corrections. Spellings are taught within context and not in isolation for students to apply to work, as appropriate and promote enhancement of vocabulary. Citations and bibliography are promoted through all grades as per the age appropriateness of the students, and is practiced by all members, especially in the context of material used from different sources. *For more information about citation and bibliographies, please refer to the school’s academic honesty policy.*

IB Diploma Programme

The study of Urdu Language and Literature is mandatory and compulsory up to Matric, which is equivalent to the Cambridge O Level or the IB MYP. At the Higher Secondary level, Urdu becomes an optional subject. Therefore, Urdu will remain an optional subject in our Diploma Programme course offerings.

Language courses available in the DP

Rationale for DP Language Selection:

The school's objective is to inculcate and foster an appreciation of both official languages of the country, namely English and Urdu. For this reason, both English and Urdu are offered in Group 1 Studies in Language and Literature, and if a student wishes to take both of these, he or she should aim for the bilingual diploma. The rationale for including French ab initio is to nurture cross-cultural understandings by offering students exposure in more than one language, thereby encouraging and providing an insight into another linguistic and cultural identity. Through this, we hope to develop global mindedness in our students.

Language A: Language and Literature (English and Urdu)

Language and Literature course aims to develop critical literacy skills through textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. This course also aims to develop students' powers of expression and the ability to present their ideas effectively, both in oral and written communication. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the English or Urdu language through its cultural development and use, its media forms and functions, and its literature. The course will be available at both the higher and standard levels.

Language B (English)

*we will not be offering English B in the first IB cohort

Language B is a language acquisition course designed for students with some previous experience learning the language. The course aims to develop students' knowledge of vocabulary and grammar, as well as their conceptual understanding of how the language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content. While studying the language, students also explore the culture connected with it. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, teachers select two more themes from five options provided. The course is available at both the higher and standard levels. The distinction between the Standard Level and Higher Level can also be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

Language ab initio (French)

The French ab initio course is a language acquisition course for students with little or no experience learning the language. The course aims to develop students' receptive, productive and interactive skills as they learn to interact and communicate appropriately in French in a defined range of everyday situations through the study of language, themes and texts. The course is organized into five themes. Each theme comprises a list of topics that provide students with opportunities to practice and explore the target language and to develop intercultural understanding. The course is only available at the standard level.

Movement within DP Language Courses

It is strongly recommended that students avoid making changes to their schedule after enrolment. If a student wishes to make changes after the start of the academic year, they can apply to change their level within a subject or change subjects in the Diploma Programme within the first three weeks of the course starting. Teachers can recommend that a student in their subject change from HL to SL within the first ten weeks of the course starting. Decisions are made on a case by case basis and are reached in consultation with the student, parents, relevant teachers, College Counselor, and the DP Coordinator.

Secondary Language Support

English as an Additional Language Support (EAL)

All teachers, especially language teachers, take responsibility for enabling second language English learners to access the syllabus and curriculum by differentiating learning and providing scaffolded learning experiences. For students who have English as an additional language, mandatory remedial lessons are conducted each week in order to provide them with additional time, scaffolding and personal attention. Additionally, the school is able to provide a Learning Support Officer for students who need extra support and differentiated assessments as part of our inclusive education policy. For further information about this, *please see our school's inclusive education policy and admissions policy.*

Urdu Catch Up classes

To help students who have moved to Pakistan from overseas countries and have therefore missed a year or more of Urdu, catch up classes are conducted each week in order to provide them with additional time, scaffolding and personal attention.

Communicating the Language Policy

LGS Johar Town International has made this Language Policy available to stakeholders by:

- Translating it into both English and Urdu
- Uploading it in English and in Urdu on the school website
- Ensuring all language steering committee members have an opportunity to provide input as part of the review
- Providing copies to parents if requested
- Discussing its purpose and contents with parents at information sessions
- Discussing its contents, as relevant, with students in assemblies, advisory, and in class
- Making it available at the time of Admission

On-going Review

The Language Steering Committee at LGS Johar Town, in collaboration with the Director's office, the Principal's office as well as the language coordinators and teachers will formally review this policy as needed, but at least once every two years, to ensure it reflects current practices based on the evolving needs of our school community. The policy will remain relevant and available to everyone in the LGS JT community and suggestions will be welcome.

Link to other policies

Admission Policy:

For admission into IGCSE and IB, external students must take an English and Urdu diagnostic test aimed at evaluating the candidate's level of language proficiency. In order to manage the challenging course work in DP, students are expected to be proficient in English language. However, EAL students who do exceedingly well in Mathematics and the Sciences can be admitted and be given EAL support. An interview will be conducted with each candidate to determine their needs and placement in the programme. For further information, *please see our Admissions Policy*.

Assessment Policy:

Each individual has a unique learning style and acquires language differently. Therefore, all four language skills (reading, writing, listening, speaking) are regularly assessed by our teachers. Teachers facilitate students by scaffolding and differentiating instruction to meet the needs of all students and both formative and summative ongoing assessments help teachers measure students' performance. The assessment is meticulously structured to be consistent with the aims and objectives of the course and the assessment guidelines. For further information, *please see our assessment policy document*.

Academic Honesty Policy:

All teachers, especially language teachers, are the custodians of academic integrity at Lahore Grammar Johar Town International. Their support facilitates students in

comprehending the concept of academic honesty and their conduct sets an important example for adherence to the school's policy and IB expectations. Teachers should ensure that students have a full understanding of the expectations and guidelines of the school's academic integrity policy by covering academic integrity in designing their course outlines and unit planners and dedicating teaching time to reference work using APA 7 and strategies to avoid plagiarism. For further information, *please refer to our Academic Integrity Policy*.

Access and Inclusion Education Policy:

Inclusion is inherent to the school language policy. Coordinators and teachers work on developing strategies and tools to support the needs of each individual including differently abled children. All individuals must be allowed to take their examinations under fair conditions. Therefore, for any individual falling under any of the conditions mentioned in the IB inclusion policy, appropriate arrangements will be made for teaching and assessment in the languages. Any individual who may have any of the following forms of learning, communication or speech difficulty or disability will be inclusively accommodated by a Learning Support Officer.

- o Learning difficulties
- o Learning disabilities
- o Speech and communication difficulties
- o Autism spectrum disorders
- o Medical or mental health issues
- o Hearing-impaired

For further information, please see our school's inclusion policy.

References:

Guidelines for developing a school language policy. IBO. 2008.

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