

Language Policy
Tripada Singapore Internationalé School (TSI)



Mission

IB Mission Statement

The International Baccalaureate® 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 organization 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.

TSI Mission Statement

To lead the cosmic environment where each learner is an entrepreneur, innovator and able to lead differences with balanced approaches promoting internationalism for a

One World, One Family

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Tripada at a Glance

Tripada is a renowned name in the field of education catering to more than five thousand students, with its different schools, for past fifty years. TSI is the first proposed IB candidate school in Gandhinagar, with a vision to have all the programmes: IBDP, MYP and PYP.

Objective

TSI believes that language is a base of **intercultural understanding** and **international mindedness**. TSI realizes that language proficiency develops over time through active engagement in a caring and supportive environment.

This enables students to:

- Increase their understanding of several cultures, including their own
- Explore globally significant ideas and issues through different languages.

All teachers at TSI are therefore considered teachers of language and strive to develop a caring language community. Students are encouraged to recognize that competency in language is a valuable life skill, a powerful tool both in societal communication and as a means of personal reflection.

TSI's Language Policy

Abiding by the language policy of International Baccalaureate, TSI has developed its own Language policy. The policy provides information about the school's views and procedures concerning the following practices:

- The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).
- Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- The school utilizes the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11).

IB Standard A, Practice 7

The school places importance on language learning, including mother tongue, host country language and other languages .

In order to prepare our students for increasingly intercultural world, communication and intercultural awareness we offer Language A – English and Language B – French and Hindi

Language A

Language A is generally defined as the student's mother tongue or the language in which he/she has achieved the level of proficiency near to the native speaker. In TSI, we offer English.

Language B

Acquisition of more than one language enriches personal growth and helps facilitate international understanding.

An additional language is a language offered in addition to the language of instruction.

The primary aim of language B in the DP is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism, thus also realizing the IBO learner profile.

They could choose from the ‘studies in language and literature subject group’ or through the ‘ language acquisition’ subject group.

In TSI, students acquire language competency through courses of Standard Level (SL) and Higher Level (HL) which are based on some previous experience of learning the language.

English as an Additional Language (EAL) Support

To encourage EAL students to take risks in learning English, they need to believe that there is a good chance they will succeed. Teachers structure teaching/ learning situations so that students have opportunities for success. They use techniques of verbal and non-verbal communication that support students during the communication process.

The EAL teacher’s role is to work in cooperation with classroom teachers to address day-to-day language needs of those students who speak languages other than English. The initial priority within EAL instruction is to equip students with enough language to enable them for social skills and to cope with the practical expectations of life in an English-speaking school.

Mother Tongue Support:

Mother tongue is the language that is most strongly linked to the culture that an individual identifies with as their culture of origin and often is the language used in the home.

Research has shown that development of mother-tongue language is crucial for cognitive development and in maintaining cultural identity. It also has the potential to increase intercultural awareness and understanding, and enables students to remain in touch with and maintain esteem for the language, literature and culture of their home country.

Apart from English, students also present their learning and/or reflections in other languages, including their mother tongue.

IB Standard C3, Practice 7

Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue.

Differentiation in language lessons is based on best practice according to the standards and practices of the IB.

Student's learning needs are identified and instructions are designed accordingly.

Teaching strategies include working in small groups, peer teaching, use of primary and secondary resources, modifying the planning as per the need of child. Students also have choices to learn as per their preferred learning style.

Students' language needs are determined through initial and ongoing assessments throughout the year. Teachers differentiate for the range of students' needs in different ways.

IB Standard C3, Practice 8

Teaching and learning demonstrates that all teachers are responsible for language development of students .

English Language Curriculum

The course is organized into four parts, 'Language in cultural context', 'Language and mass communication', 'Literature-texts and contexts' and 'Literature-critical study'. The four parts open the scope of comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature. They also develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

- We use a research-based instructional model - one that uses teachers' professional expertise and judgment to select teaching strategies most appropriate to their group of students (e.g. differentiated instruction, inquiry driven, cooperative learning).
- We use a standards-based curriculum model – one that identifies what students should know and be able to do in all curriculum areas.
- We use a language-across the curriculum model – one that uses language in increasingly complex ways whereby learners attain English language proficiency not by adding skills one-by-one to their repertoire but by using and exploring language in its many dimensions.
- We use content-based English as an additional Language (EAL) curriculum model – one that focuses on acquiring language in context rather than on learning a second language exclusively.

- We use an assessment-driven instructional model – one in which we plan our classroom instruction according to what we want our students to know and be able to do and requires them to demonstrate their learning.

At TSI, teacher’s personal knowledge of language teaching and learning is of key importance. What teachers themselves understand shape which resources they choose, what learning experiences they design and how effectively they teach. The teacher’s own interest in, and development of, language teaching and learning is maintained through regular professional development, reading of professional literature and, especially, through regular contact with colleagues who share their commitment to teaching language through inquiry.

The main responsibility for the staff’s individual’s professional language development lies with each individual. The Coordinators responsibilities are to:

- ensure that staff is made aware of professional development opportunities
- enroll the staff for online/ face to face IB workshop.
- evaluate and acquire suitable professional development resources as well as to coordinate in-school workshops or inter-school workshops in the field of professional language development.

IB Standard C4, Practice 1

Assessment at the school aligns with the requirements of the programme(s).

TSI gives a lot of importance to assessments. It is an integral part of teaching and learning. Student’s conceptual understanding, knowledge and skills are assessed through different tools and strategies.

The starting point for formative language assessment is always the students’ prior and current understanding. Students’ individual progress is monitored and evaluated based on their prior understanding and abilities. Each student’s summative knowledge and abilities are assessed against set criteria for their age level.

In DP, units are designed keeping in mind the significant concept that has a global context. Assessments are a way in which the students show their understanding of the concepts and development of skills. Summative assessment allows the students to reflect upon what they have learnt in the entire unit. Assessment in TSI is in line with the requirements of the IB programmes and explained in detail in the Assessment Policy.

Formative and summative assessments are based on criteria using the interim objectives set out by the IB. A variety of open ended tasks provide an opportunity to the learners, to showcase their understanding. Task specific rubrics are also created for each assessment, and are shared with the students.

Teacher's observe the students to know their strengths, interests and areas in need of developing and to monitor their progress. Differentiated learning is observed which also leads to the assessment as per the need of the student. It may include modified assessment criteria.

The main responsibility for the student's English language assessment lay with the Homeroom & English teacher.

IB Standard C1, Practice 8

Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

Since students learn about language and through language, we understand that all teachers are responsible for the language development of students in the School.

Collaborative planning and reflection is an integral part of the school philosophy. Collaborative meeting time is weaved into the time-table which is religiously followed.

This is done as a whole staff meetings where teachers plan the written, taught and assessed curriculum. They reflect on each and every students and the areas or planning involved in his/her growth. They also discuss articulation of the program and ensure that delivery of the programme is consistent.

IB Standard B2, Practice 11

The school utilizes the resources and expertise of the community to enhance learning within the programmes.

All the teachers contribute to the development of language by sourcing and purchasing a range of quality texts. This provides an exposure to the students to different genres such as recounts, stories, explanations or persuasive writing . The resources are in different languages and of different levels. Students also have access to a different types of dictionaries like picture dictionaries and mother tongue dictionaries

Other resources such as newspapers and magazines ,in a variety of languages, help the students to be aware of current affairs, and motivate them towards reading. These resources also develop confidence, fluency and comprehension.

ICT is an integral language learning tool. Students are encouraged to use ICT to its maximum, in order to develop different skills. TSI has also subscribed to Rosetta Stone, and all students have free access to this program to facilitate language learning.

Field trips are organized from time – to –time where they have an opportunity to develop their language skills. Cinemas open the horizon of the students to develop inter-cultural awareness and appreciate them, while learning language. Guest speakers from different organisations are frequently invited into school, and they may speak in English, Hindi or Gujarati, that further fosters the language of the students.

Throughout the year, different celebrations promote international mindedness and appreciate the culture of India and other countries. Lastly, games, art, music, maps and artefacts are used to help students make connections in their language learning.

The involvement of parents is important in our School. The parents community of TSI support language by :

- having a positive attitude toward both English and home language.
- promoting the advantages of learning other languages.
- maintaining mother tongue literacy skills in the home or after school.
- encouraging and supporting their children’s additional language acquisition.
- communicating with other parents to exchange ideas and reduce isolation.
- supporting the expectation that students use english as the language of learning and social interaction on campus.
- supplying multilingual materials in the home.
- being knowledgeable about language-immersion in order to support the schools’ efforts.

The community is considered a valuable resource to aid language learning.

TSI’s language policy committee :

The Language Policy Committee was formed by the following representatives:

- TSI’s Pedagogical Leadership Team: Academic director, Principal and the Coordinators.
- Language Teachers.

Bibliography

- IB language policy
- Learning a language in DP
- Language policy IBDP Antolia College
- International School of Paris Language Policy