



Language Policy (2016-17)

Language Policy (2016 – 2017)

The Language Policy of Calcutta International School was drafted and adopted in the year 2012. It was reviewed in 2014-15 and 2016-17 academic years and the next review is due in the academic year of 2018-19.

CIS being an IB World School encourages all stakeholders to hold the IB Learner Profile as a compass to direct their academic (and extra curricular) activities.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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CIS Vision - By 2025 CIS will be recognised as a school that sets the benchmark in India for its learner-centric, individualised and holistic education. This will enable our students to be lifelong learners, with an inclusive and socially responsible world view, who can lead themselves and others in a fast changing world.

The **Mission of CIS** is to impart comprehensive, student-centred education compatible with international standards. The school shall provide a welcoming, respectful and multi-cultural environment, enabling superior academic accomplishment.

Section 1: Language Philosophy:

The School language philosophy reflects the interests and views of the whole school community.

Language plays a crucial role in the child's life-long learning and communication. It helps in developing cognitive skills. It fosters inter-cultural respect and a shared philosophy of language education.

In CIS the language policy works within the framework of its vision and mission statements. It recognises and appreciates cultural diversity and promotes respect for all languages and communities. It is flexible and evolves with the changing needs of the school population.

The policy also recognises multilingualism pluralism. It reflects the practice and principles of the curriculum followed at all levels. Here the students learn more than one language in the Junior Middle and Senior School levels.

Though at CIS, the language of primary learning and teaching is English, the policy affirms an individual's right to study the language of the region where the school is located and also receives the support in developing and maintenance of the mother tongue.

Section 2: Objectives of Language Policy:

- To understand and recognize that, since language is essential for learning, **all teachers are, in practice, language teachers** with responsibilities in facilitating communication
- To ensure students learn at least one language in addition to their mother tongue.
- To support development and maintenance of the mother tongue for all learners
- To ensure that the practices in CIS provide inclusion and equity of access to the programmes offered for all learners through ESL support, EEL, SEN, remedial lessons and differentiation. This also includes those who are learning in a language other than their mother tongue.
- To encourage and promote the learning of the regional language and enhance the appreciation and respect for multiculturalism and multilingualism
- To ensure the language policy is a working document, the administrators, teachers, librarians and other school staff acquire professional development in the fields of language learning and teaching.
- Develop resources and promote practices to involve parents/guardians/care givers in planning their children's language profile and development.
- To promote appreciation of different cultures through study of literary works of different authors.
- To promote, fulfil and develop the language goals in education in compliance with the other policies and constitution of the school.
- Considering the location of the school in a cosmopolitan city with complex language and learning-related needs, CIS will take into consideration the ever changing socio-cultural circumstances and review the language policy periodically with the changes in student profile.
- The school will form a steering committee to ensure the review process of the Language Policy involves all stake holders- teachers, librarians, administrators, IB programme coordinator, parents, students and other members of the school community.

Section 3: The language profile of CIS:

CIS community has a comprehensive language profile that identifies the following points-

- Learners have diverse language needs. CIS thus offers languages of teaching and learning, communication used in the school and outside the classroom, and a range and types of mother tongue in the community.
- Current practices relating to language teaching and learning. For example, practices relating to the choice and planning of language courses for learners; spelling and referencing protocols; preferred bibliographic styles; rules and expectations about language use around the school.
- Other policies that relate directly to language teaching and learning such as admissions and assessment policies.

- The data is gathered through activities such as informal discussions, questionnaires, observations and student interviews. All members of the school community reflect on their thoughts and practices regarding language in the school.
- The resulting language profile of the school is scrutinized for areas of mismatch, contradictions, omissions in practice, ambiguities and other issues with regard to the language philosophy.

The language profile identifies the need for a school -based inquiry that evaluates ideas for inclusion in the language policy.

The Language profile of the school:

- looks into it that the library and media resources are linked with the teaching programmes. The library exhibits the content taught in the language class in terms of authors, genres, histories etc.
- ensures the socio-cultural environment complements language activities through charts, artwork, posters, and flags in different languages.
- ensures the identity of mother languages is maintained through cultural activities such as dance, drama, music, elocution, debates etc.
- ensures the physical environment of the school boosts language activities through displays in the corridors and other open spaces.
- ensures that Multi cultural days are observed to create awareness e.g. Vishwa Mela, India Day, Korean Day, American Independence Day, French Day. Language week is observed to promote the learning of languages and exposure to different cultures. The School assemblies and the library provide adequate platforms.
- ensures films in different languages are shown. Multicultural music and art events are regularly hosted and attended.
- consider alternative models for developing and maintaining mother - tongue languages
- consider alternative models for addressing the needs of those learning in a language other than their mother tongue
- initiate or further develop a system for keeping a language profile of each learner
- review the processes used to identify the language needs of each learner
- monitor the effectiveness of differentiation strategies for learners with specific language learning needs
- helps to develop a language continuum scope and sequence.

Section 4: Strategies, methods of Instruction, resources used in Language teaching-learning

- Textbooks should be one of the resources and not the only resource.
- CIS should aim at developing higher order thinking skills – analysis, synthesis and evaluation.
- Reference and study materials provided by the teacher or students should be guided to find further information.
- Students should be urged to do some extra reading in the language they are studying and to use dictionaries wherever required.
- Peer teaching and learning should be encouraged, to help those who require additional support and assistance.
- Activities with instructions in different languages should be organised in the classroom.
- Learning of languages is promoted through observance of ‘Language week’.

Section 5: Languages Offered in CIS

English would be the language of instruction across the school from the Pre-Primary Level to Grade 12. It is offered as the first language till Class 10.

IBDP

Group 1 Language offered- Language A: English Language and Literature

Group 2 Languages offered- Language B – Standard Level

French

Hindi

Group 2 Languages offered- Language ab initio – Standard level

French

Spanish

Hindi

Bengali

Japanese

The school supports students taking self-taught languages provided arrangement for assessments are available in school.

Language B courses enable students to reach a high degree of competence in an additional language while exploring the culture of where that language is spoken. Language B course offers a challenging educational experience for the students to learn an additional language. The students use it as a means to appreciate and interact in a culture different from the student's own.

Ab initio is offered to only those students who have little or no prior experience of the language and have not been officially exposed to the language they wish to study.

A student with limited exposure to the language can be tested at the time of admission to check the level of competence and can be offered ab initio.

The final decisions for which the students are entered are taken by the DPC and the teachers who use their expertise and judgement to guide them.

Other languages offered are –

In Junior Section

In Grade 1 and 2-

Hindi

Bengali

In Grade 3 to 5-

Hindi

Bengali

French

Chinese (Mandarin)

German

Middle Section (Grade 6 – 8)

Hindi

Bengali

French

German

Korean

Chinese (Mandarin)

Japanese (offered as an extracurricular activity)

IGCSE (Grade 9 and 10)

Hindi

Bengali

French

German

Korean

Chinese (Mandarin)

A-Level

French

Language Choices:

Through Junior and middle School, the languages mentioned will be offered at one uniform level only. However, at all the levels, provisions and arrangements are made for beginners to pick up and learn the languages. Required support will be provided.

At the level of IGCSE CIS will offer:

French as a Foreign Language (FLE),

Mandarin as a first Language,

Korean as a first language,

Hindi as second language

Bengali as second language

At A Levels

CIS offers French

Section 6: Time Schedule for Language Instruction at CIS ensures

Specific time should be allocated for the acquisition of language skills:

- 4-5 hours a week for English, the medium of instruction.
- 2 hours a week in Junior and Middle School for French, Hindi, Bengali, German, Korean and Mandarin
- 2 hours 40 minutes per week at the IGCSE Level for French, Hindi, Bengali, German, Korean and Mandarin
- 4 hours a week in A Level for French.
- **Approximately 4 hours per week in IB** for French, German, Hindi, Bengali, Japanese, Spanish. This time varies as per the requirements of the levels- Ab initio/ SL.
- ESL support is given to students who are unable to communicate in English at all, for 4-5 hours every week.

Section 7: Links with other school policies**• Link of Language Policy with Assessment Policy:**

- In CIS teachers should maintain a system of continuous assessment throughout the year.
- Students should be evaluated through formative and summative assessments.

• Teaching-learning of English as second language (ESL) and link with the Admission Policy

CIS has an ESL department. The main aim of ESL department would be to facilitate students who are new to the language. ESL support would enable the learners to attain the required skills and progress to the desired academic level.

Students attending ESL classes are given support in the four skills of Reading, Writing, Listening and Speaking.

Through the Junior and Middle School levels English Language will also be offered as ESL to accommodate the students who join CIS with very little knowledge of the language.

• Inclusion / SEN Policy and Language teaching-learning

Students with special needs are identified after being observed by the subject teachers and referred to the SEN Department. In collaboration with the subject teacher, management, Special Educator and the parents, a course of action is then devised to help them, with an individualized educational plan.

A student with special needs may also be exempted from learning the additional language/s based on the recommendations of the diagnostic reports obtained from registered testing and evaluation authorities and submitted to the school.

Section 8: Language policy implementation, evaluation and review:

- The Language committee shall ensure optimal use of resources and development of further resources. The committee will continue to involve parents/guardians/care givers in planning their children's language profile and development.
- The Language Committee recognizes that administrators, teachers, librarians and other school staff will require continuous professional development in the fields of language learning and teaching, and also on how to make sure the language policy becomes a working document.
- The language policy is a working document and considering the location of the school in a cosmopolitan city with complex language and learning-related needs, the Language Committee of CIS will take into consideration the ever changing socio-cultural circumstances and review the Language Policy periodically with the changes in student profile.
The Language steering committee will ensure the review process of the Language Policy involves all stake holders of the school - teachers, librarians, administrators, IB programme coordinator, parents and students.

Section 9: Members involved in drafting the policy

1. All teachers of Calcutta International School
2. IBDP Coordinator, Section Heads, Language Coordinator (Senior, Middle, Junior and Primary Schools)
3. Principals (Senior School and Junior School)
4. All parents (as a member of CISS)
5. Board of Governors (CISS)

Bibliography:

- Calcutta International School Language Policy Document – 2012
- Calcutta International School Language Policy 2012, 2014
- www.ibo.org
- IBDP Language (A), Language (B) and Language ab initio subject guides