



## **THE PUPIL INTERNATIONAL SCHOOL** **LANGUAGE POLICY**

The Pupil believes that language is a fundamental element of identity and culture. It is the instrument for viewing, thinking, communicating with, and learning about the world. Thus, we at The Pupil believe that the mother tongue of each student is important and must receive support at the school, in the course of the student learning another language.

Multilingualism, a core component of the concept of international mindedness, aspires for learners to be able to embrace different languages by understanding the sociocultural contexts from which they are derived. The effective propagation of the subject group Language Acquisition, which encourages and ensures that students learn at least two languages: English and one other language, is a step towards reaching multilingualism.

Given the status of English in the country and in the school as a medium of communication, The Pupil believes that all subject teachers are language teachers, so that students gain proficiency in the language across a range of subjects, and that students should receive equal opportunity to access these languages.

### **I. LINK BETWEEN LANGUAGE POLICY AND OTHER POLICIES:**

- **Link to Admission policy:**

At the time of admission, students provide the following information as mentioned in the admission form:

- Language understood by the student
- Language spoken by the student

- **Link to Inclusion policy:**

In the case of English as a Second Language (ESL) learners, students are expected to take a test in English language for the school to assess their literacy levels. This is with a view to make adequate arrangements, where necessary, in consultation with the language teachers to provide additional support with students' English learning, if required.

At the time of admission, parents are asked to report with adequate evidence of any assessed learning and physical difficulties/disorders to enable the school to make appropriate inclusion access arrangements (as permitted by IB)



- **Link to Assessment policy:** The language proficiency of students is judged at the time of admission. Additionally, different formative and summative assessments will be conducted in the language chosen by the students for their Language Acquisition subject, to ensure that both assessment approaches of "Assessment for Learning" and "Assessment of Learning" can be effectively applied.

## II. LANGUAGE PROFILE

The Pupil school community primarily comprises Indian and non-resident Indian communities. The majority of students have Tamil as their mother tongue, followed by Telugu and Malayalam. A small percentage hail from other Indian language backgrounds, and a minute fraction (less than 1%) are of Korean nationality. English is predominantly the first language for instruction and interaction at school.

### Language Proficiency and Bilingualism

- **Importance of English:** Recognizing the global significance of English, parents emphasize the school's role in fostering English language skills, while they continue to nurture their child's native language proficiency.
- **Multilingual Environment:** Nearly all students are bilingual, with 60% proficient in three languages, fostering a diverse linguistic environment.

## III. LANGUAGES AT THE PUPIL

### Medium of Instruction

- **English Dominance:** English serves as the primary operational language across all IB programmes at The Pupil. It's the primary instructional language except in Language Acquisition subjects where a target language is used, supported by English.
- **Freedom of Expression:** Beyond the classroom, teachers and students can communicate in their chosen languages, aligning with the school's philosophy and decorum.



## Language Development

- **Skill Development:** In the middle years and diploma programme, students hone critical thinking, reasoning, communication, and expression primarily in English. Language Acquisition subjects facilitate fluency in languages other than English, enhancing bilingual competence.
- **Language Integration Events:** The school promotes linguistic diversity through events integrating Tamil, French, and Hindi, fostering translation, interpretation, and language analysis activities.

## Language Proficiency Assessment

- **Admission Criteria:** The Pupil Language Proficiency Test evaluates students' language competencies in English and a second language during admission, guiding appropriate educational support.
- **Continuity and Transition:** Students are encouraged to maintain consistent language choices. Transitioning between languages requires informed discussions with parents to align with educational objectives.

## Diploma Programme Language Recommendations

- **French Course Options:** Students who studied French in grades 9 & 10 are recommended for French B (SL) or ab initio courses based on proficiency levels, assessment scores, and previous records. Students who have not pursued French in school but wish to take up French B (SL) are provided the opportunity if they score above 60% in the language proficiency test.



#### IV. LANGUAGE PROGRAMMES

At The Pupil, the language options across programmes are as follows:

Programme/Grades	First Language	Secondary Language
PYP: (Gr 1 – 5)	English	Tamil, Hindi, French
MYP: (Gr 6 – 10)	English (Subject: Language & Literature)	Choice between: Hindi, French – Language Acquisition Tamil – State language (support language sessions)
DP: (Gr 11 – 12)	English (Subject: Group 1 – English Language & Literature SL/HL)	Group 2: Language acquisition Choice between: French B SL, French ab initio

At the PYP level, students study English as their first language where they develop literacy skills through transdisciplinary learnings categorized into the IB themes for PYP. They also learn two other languages – they can choose from Tamil, Hindi, and French.

At the MYP level, students study English as their first language as Language & Literature, and they learn a second language in the subject Language Acquisition – they can choose from Hindi and French. Regional language sessions for Tamil are offered across grades to strengthen the same outside of the MYP curriculum.

At the DP level, students have a choice of studying English at a standard level (SL) or higher level (HL) in the Group 1 subject: English Language & Literature. In Group 2, they have a choice between French B (SL) and French ab initio depending on their level of literacy and proficiency in the language. Group 1 and Group 2 are mandatory subject groups for IB DP students and contribute to the overall IB Diploma certification.

#### IV. LANGUAGE PRACTICES

- The Pupil supports language development in a student-centered manner by encouraging and enabling holistic progress in all facets of linguistics.



- Language is and will continue to be used to understand different cultural perspectives and practices that play into everyday life of students so as to work on integration in a multicultural classroom.
- The school provides access to as many languages as practically possible through an active teaching and support program.
- Language learning at The Pupil and in particular, in the MYP, is developmentally appropriate and differentiated to meet the needs of the individual student - by framing and practising the subject group at emergent, capable, and proficient level.
- The Bring Your Own Device (BYOD) policy aids the Language practices by enabling effective Listening, Speaking, Reading, Writing (LSRW) activities.

## **V. LANGUAGES AND CULTURE:**

India being a country with diverse languages, the school promotes the use of the native languages through school assemblies and events like Independence Day, Hindi Diwas, Bharathiyar Day, etc. The school also encourages the appreciation of acquired language, i.e., French, through the celebration of French Language Day

- Independence Day celebration: Performances in different languages to showcase India's linguistic diversity
- Hindi Diwas Celebration: Event to celebrate the Hindi language through poetry recitation, author/poet appreciation, drama, etc
- Bharathiyar Day: Event to pay homage to renowned Tamil poet, social reformer, and freedom fighter, Mahakavi Subramania Bharathiyar
- French Language Day: Event to celebrate multilingualism and diversity of culture through skits, songs, and speeches in French.

Efforts are also made to integrate the languages with school events, e.g.: Commentary for Annual Day or Sports Day may be done in Hindi, Tamil, and English. French will be incorporated in skits, songs, and narration, where necessary.



## **VI. LANGUAGE SUPPORT FOR ENGLISH AS SECOND LANGUAGE (ESL) STUDENTS:**

The school will ensure that a comprehensive English language support system is created for students whose second language is English. To this end, the school will take the following steps:

- Provision of dictionaries (both online and offline) for students.
- An ESL section will be created in the library with sufficient resources (dictionary, books, video, and audio) to support students' learning.
- Allocate a dedicated time slot for students to read and write (literacy), view and present in English.
- Develop a detailed and stepwise plan with subject teachers led by the English teachers for ESL students to ensure focused attention on the language skills (command terms, text-type, and subject-specific language conventions such as structure and register) required for each subject.

The plan will be for all ESL students with some customisation for individual students as per their requirements.

- Students will be provided a range of resources and practice sheets to help build their vocabulary and language skills.
- Buddy system to be introduced where ESL students are clubbed with students who are studying English as a first language for informal but regular language immersion.

The language support is provided to students through the following ways:

- Differentiated learning through customising the difficulty level of content, providing customised worksheets and extended time for completion of assignments.
- Peer learning - Students are divided in mixed groups where they support each other for ensuring better understanding and effective learning.



## **LANGUAGE SUPPORT MATERIAL:**

- Educational Magazines in different languages
- Newspapers
- Short Stories in different languages
- Dictionaries - Hindi, Tamil, French, Korean

## **VII. ROLE OF THE LIBRARY AT THE PUPIL:**

The library is fundamental to language propagation at The Pupil. The library provides a learning space and an environment to promote love for reading, books as well as a place for research.

The Kindergarten Section has a library corner in each classroom. The library for grades 1 to 9, is resourced with fiction, non-fiction, multicultural books, world classics, autobiographies, multilingual books, reference books, encyclopaedias and media that are accessible to all students and staff. The school sees the library as a valuable resource to promote the international mindedness aspect of the IB programme.

The library is also seen as a place which makes a strong statement that all languages are celebrated and supported. The library has a collection of bilingual books, books in regional languages of India and the school continues to add to this collection.

The library also provides resources for collaborative planning, researching and professional development. Our school board is aware of the need to expand these resources and there are plans to continually add to the same.

The student government has also planned the initiation of various events throughout the year like author week, poetry month, celebrating an author's birthday etc. to promote reading as a school culture. This includes short skits revolving around topics involved in the Language & Literature and Language Acquisition.



The librarian incorporates multilingual books for the students; however, most of the books are in English. In addition to our school library, the staff has access to guided reading collections for classroom instruction. A series of books and guides are available to cater to their subject and year level specifications to expand the depth and breadth of language. Teachers collaboratively make decisions on what resources to purchase every year and submit the list to the librarian. Books in English, Tamil, Hindi, French, and books on culture and other resources are also available in the library for the students to use. Apart from physical books, the school is also curating a list of digital resources that are shared via the learning management systems.

#### **VIII. PARENTAL AND COMMUNITY INVOLVEMENT:**

Parents are an intrinsic part of The Pupil's community of learners, and they provide crucial support for language learning. Parents are encouraged to stay updated with their ward's learning progress and attend all the Parent-Teacher-Student meetings. They can volunteer and get involved in guest lectures and events to raise the morale of children and strengthen the bonds within the school community.

#### **IX. PROFESSIONAL DEVELOPMENT:**

At The Pupil, we believe that all teachers are language teachers, and that subject teachers are responsible for teaching domain specific vocabulary and language skills. To accomplish this, the school has the following activities:

- Teacher training on text forms
- Teacher training on reading and writing strategies
- Subject teachers collaborate with language teachers to integrate language learning into their lessons.

#### **X. MOTHER TONGUE SUPPORT**

The school acknowledges that some teachers are more proficient in their mother tongue than in the language of instruction in the school. Hence the school has taken on the responsibility of





ensuring that such teachers are appropriately trained to teach in the language of instruction. Further, they are encouraged to use their mother tongue in interaction with students where there is a resource of relevant background knowledge encoded in their (the teacher's) mother tongue.

Adhering to the belief that when a language one uses in daily communication is denigrated, a part of their identity is also being denigrated, there are no discipline procedures that impact students or teachers on use of their mother tongues in classes.

However, there is a possibility of using the mother tongue as a crutch while expressing and in the process, suppressing the development of English language (medium of instruction) fluency. Therefore, the guideline for use of mother tongue in the classroom is that it should be used as a support language – inter-lingual translation should be used wherever the teacher feels the need and sees value in its use.

The school organises many events wherein there is always an integration of the mother tongue and the host country language as one of the areas of performance and presentation. Festivals and morning assemblies are conducted in the Host country language as well as the Regional and English language.

## **XI. COMMUNICATION OF THE POLICY:**

The Pupil's MYP & DP Language Policy is available to The Pupil community through multiple pathways including The Pupil's public website and The Pupil's internal shared drive.

New staff will be familiarised with the document during the orientation programme. The printed copies of the policy are available for the Admissions Department and for reference in each school section.

## **XII. LANGUAGE POLICY REVIEW PROCESS:**

The Language Policy Steering Committee comprising the Head of School, Programme Coordinators, and the Language department will meet once a year to review the policy.

Last Review done in: January 2024

Next Review in: March 2025