CPS GLOBAL SCHOOL

Language Policy
**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.

**CPS Global School Mission Statement:**

To offer a dynamic educational program to students of diverse backgrounds that encourages excellence through inquiry based approach and collaboration to groom them to become lifelong learners; inculcate intercultural understanding and respect among the community; enables seamless transition from school to tertiary education anywhere in the globe; practices the ethics of love and compassion towards all and commit themselves to become socially responsible adults in creating a peaceful world.

**IB Learner Profile:**

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.
Philosophy of Language Policy:

Language is a platform which facilitates individuals’ interaction with different communities and cultures and impacts the depth of their understanding. Language plays a much bigger role than just being a skill to be acquired in order to communicate effectively. All students need strong language skills to develop their personal, cognitive, social and cultural identity and appreciate different perspectives through acquisition and expression of language. One’s cultural identity is a by-product of one’s interaction with one’s social environment. CPS Global School believes in providing students with such opportunities for language development to foster multiculturalism and inculcate values of additive bilingualism.

In our Language Policy, we have endeavoured to provide a language framework across all Grades covering Cambridge and IB Diploma programmes.

Guiding principles for teaching languages:

- Expose students to learn at least two languages, its literature and cultural diversity apart from the mother tongue through various meaningful teaching and learning strategies with the objective of creating global citizens of tomorrow
- All teachers are language teachers. Also it is the responsibility of all stakeholders of the school to develop the skills of listening, speaking, reading and writing among students
- Develop students’ aural, oral and vocabulary skills and use language skills effectively in a variety of contexts and purposes
- Encourage students to explore language as a means to understand and appreciate varied perspectives of people belonging to different cultures
- Preservation and maintenance of mother tongue
- Provide strong ESL support to our non-native speakers to achieve basic proficiency

Language Profile:

Our Student community comprises of 8 nationalities. They come predominantly from the Indian communities and Non Resident Indian communities, with a majority being native speakers of Tamil. Second major language spoken at home is Korean followed by Telugu among our student community. A small percentage of students have other Indian languages as their mother tongue. Nearly all students speak two languages and many (perhaps 60%) are trilingual.

Proficiency in English is indispensably important in today’s world. Hence parents insist the school to focus and foster their child’s English language skills while they themselves take over the responsibility for their child’s continuing practice of his/ her native language.

Language of Instruction & Communication:

The medium of instruction is English for all students from Grade 1 to 12 and it is the first language.

English develops as a process over time through purposeful use in listening, speaking, reading and writing tasks across all curricula, co-curricular and social situations. The acquisition of English language provides students with the opportunity to develop a global perspective. The Language of Instruction (LOI) is more than merely a tool of instruction, being important for reflection, metacognition and social interaction.

Students are encouraged to speak in the medium of instruction in formal and informal situations throughout the school and in the classrooms. Such a policy will bring in social interaction between different cultural groups and
prevent students from forming individual groups. In primary classes the teachers use the mother tongue for evoking the connotative meaning, in order to facilitate the learning process, if required.

The language of interaction between the teaching/administrative staff and support staff is Tamil (Regional Language) and/or Hindi (National Language). The support staff are encouraged and assisted to learn to communicate in English as well.

**Admissions based on Languages:**

CPS Global School is a day cum residential school. Students of local and international community regardless of race, gender, religion, language or country of origin are considered for admission at all grade levels except 10 and 12. There is no need for a student to know Hindi, French or Spanish before he/she joins our Primary program. Students who cannot cope with the language of instruction, namely English, are not admitted in IB Diploma Program but accepted throughout Primary and Middle School who are supported through our ESL program. Students should be proficient in English to begin the IB program in eleventh grade (Admissions Policy).

**Language programme at CPS GS:**

CPS GS SAT (Scholastic Assessment Tool) is conducted in English and Second Language (Grade 4 & above) to determine the competence of students in these languages at the time of admission. Levels are decided based on their performance in the CPS GS SAT, course of study, previous academic records and recommendation of language teachers. Further, as a part of the admission procedure, parents are asked to fill a Language Profile Form (Appendix 1). This is done in order to establish the student's language background.

At CPS Global School, the language programme is as follows: (Language Learning Path is attached below as Appendix 2)

<table>
<thead>
<tr>
<th>Programme/Grades</th>
<th>First Language</th>
<th>Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge Primary (Gr 1 - 5)</td>
<td>English</td>
<td>Tamil, Hindi, French</td>
</tr>
<tr>
<td>Cambridge Secondary 1(Gr 6 - 8)</td>
<td>English  (Subjects offered: English, English as Second Language)</td>
<td>Tamil, Hindi, French, Spanish</td>
</tr>
<tr>
<td>IGCSE (Gr 9 - 10)</td>
<td>English  (Subjects offered: English as a First Language, English as Second Language)</td>
<td>Tamil, Hindi, French, Spanish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme/Grades</th>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Diploma (Gr 11 - 12)</td>
<td>English Literature SL/HL, English Language and Literature SL/HL</td>
<td>Tamil B(SL), Hindi B(SL/HL), French ab initio, B(SL/HL), Spanish ab initio, B(SL/HL)</td>
</tr>
</tbody>
</table>

Students can choose the language of their choice from the above options.

At Cambridge Secondary 1,

English as Second Language (ESL) is offered for non native speakers of English.
At the IGCSE Level,
Every student must choose English as First Language or English as Second Language and an additional language (Hindi, Tamil, French, Spanish) in Group 1. They have an option to study English Literature as a separate subject in Group 2 based on their interest and aptitude in pursuing Literature.

At the Diploma Level,

- Every student must take at least one subject from Group 1 and one subject from Group 2. Choice of language level depends upon the student’s preference, level of proficiency and literacy in that language and his/her overall diploma program.
- If these students wish to opt for their mother tongue languages in Group 1, the option of School Supported Self Taught program is made available and experts are called for Internal Assessments. A student can obtain a bilingual diploma by taking two Group 1 courses.
- The Regional language - Tamil is offered as Language B at Standard Level for students who are proficient in their mother tongue and interested in learning this language.
- Hindi B is offered at both levels as it is our national and one of our official languages. Since it is offered from Grade 1, some students who are proficient in this language can enroll for Hindi A. This issue will be addressed as the programme develops and this will be a part of the review process.
- Foreign Language Development: To bring about an international perspective, French and Spanish are offered as ab initio and Language B at both levels. Through their language learning, students gain knowledge, appreciation and understanding of the different cultures where French and Spanish are spoken. By realizing that there are multiple ways of viewing the world, students would be able to communicate in multilingual communities in a variety of contexts and in culturally appropriate ways. The Foreign Language curriculum is clearly articulated throughout the school to provide a coherent additional language learning experience. The school has employed native speaker of Spanish as a teacher to sensitize the students to the culture and traditions of the country of origin.

Most students come with the previous knowledge of languages offered at CPS Global School. Students who wish to change their language of study are allowed to do so up to Grade 3. From Grade 4, they are advised to continue the same second language till they complete IGCSE programme. Students who excel in their Language acquisition classes in IGCSE can opt for the same language (B) or for another language at ab initio level in Diploma Programme. The school will not permit students who have studied a language for more than 2 years or scored a C and above (IGCSE) to take the ab initio level.

The table below unfolds the languages offered and its criteria:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Criteria</th>
<th>Subject offered</th>
</tr>
</thead>
</table>
| Language A: Literature  
High or Standard Level | Is for a fluent language user  
- studying in his/her most competent language  
- normally this is the language of the environment to which the student has been exposed from an early age or for an extended period  
Students will  
- study literary texts and demonstrate analytical skills in writing and speaking | English |
| Language A: Language and Literature  
High or Standard Level | Is for a fluent language user  
- studying in his/her most competent language  
- normally this is the language of the environment to which the student has been exposed from an early age or for an extended period | English |
<table>
<thead>
<tr>
<th>Language A: School Supported Self taught program Standard Level</th>
<th><strong>Criteria</strong></th>
<th><strong>Subjects offered</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language A</strong></td>
<td><strong>Is for a fluent language user</strong></td>
<td><strong>Korean</strong></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>- whose proficiency in the language is very high because he has been exposed to the language from an early age</td>
<td></td>
</tr>
<tr>
<td><strong>Acquisition</strong></td>
<td>- who has had an exposure to the language for an extended period of time</td>
<td></td>
</tr>
<tr>
<td><strong>High or Standard Level</strong></td>
<td>- whose language is not English</td>
<td></td>
</tr>
<tr>
<td><strong>Group 2</strong></td>
<td><strong>Criteria</strong></td>
<td><strong>Subjects offered</strong></td>
</tr>
<tr>
<td><strong>Language B</strong> Language Acquisition <strong>High or Standard Level</strong></td>
<td><strong>Is for a language learner who</strong></td>
<td><strong>Hindi</strong></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>- has three years of experience and has reasonable knowledge in the language (for Standard Level)</td>
<td><strong>Tamil</strong></td>
</tr>
<tr>
<td><strong>Acquisition</strong></td>
<td>- has minimum four years of experience and has good knowledge in the language (for High Level)</td>
<td><strong>French</strong></td>
</tr>
<tr>
<td><strong>High or Standard Level</strong></td>
<td>Students will</td>
<td><strong>Spanish</strong></td>
</tr>
<tr>
<td><strong>ab initio</strong> Standard Level</td>
<td>- learn to communicate effectively in a number of situations, from everyday exchanges to literary texts</td>
<td></td>
</tr>
<tr>
<td><strong>Is for a beginner who</strong></td>
<td>- develop mastery of language skills</td>
<td></td>
</tr>
<tr>
<td><strong>Has little or no experience of the language</strong></td>
<td><strong>French</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spanish</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Language Acquisition:**

Language and literature are an integral part of learning at all stages. The school staff understands that language acquisition is a lifelong process in which the child’s previous knowledge is crucial. While language acquisition follows distinct stages, students’ rate of acquisition varies greatly from individual to individual. Therefore, language teachers assess all language skills (reading, writing, listening, and speaking), regularly differentiating through scaffolding or extension as required.

To achieve this, the school ensures that:

- Listening, speaking, reading, and writing are actively pursued at all stages of learning, whereby the students learn to use the language for a variety of purposes.
- Independent reading is encouraged and the librarian plays a decisive role in helping the child to select appropriate books as per the child’s inclination.
- Texts are read in and out of class, and then debated and analyzed by students with teachers acting as guides, which in turn helps them to reflect on various ideas, attitudes, and emotions - socially, culturally, and personally. This is ensured through the systematic implementation of the Unit Planners, attributes of Learner Profiles, International mindedness, CAS, ATL and student and teacher reflections.
• Writing is of immense importance and the students are required to produce independent and original works ranging from book reviews, persuasive speeches, poems, letters, stories, posters, lyrics, scripts, narrative and analytical essays.
• Differentiated learning is used in the classrooms, in assessment tasks to lay a strong foundation for language development.
• Spectrum of interactive activities is used inside and beyond the classrooms to create an environment for language acquisition. These activities will include: Visual aids – interactive boards and online resources, Dramatization – skits, role-plays, discussions, debates, presentations and creative writing.
• Students are encouraged language learning beyond the classroom to develop their listening, speaking, reading and writing skills through activities.
• Language teachers ensure a fair application of assessment criteria and regularly administer standardised tests to give ongoing regular feedback of language acquisition levels. Some of the assessment tools are article writing, blog entries, newsletter, essays, oral presentations, debates, written assignments, etc.
• Work in tandem with the parents in order to achieve the shared goals for language learning. For example, since CPS GS has a fair strength of Korean students, active support can be requested from parents of those students.
• British English spelling is used for all formal written documentation.

**English as Second language (ESL) Program for students of non-English speaking countries:**

CPS GS students of Grades 4 to 8 are supported in reaching proficiency in English by ESL teacher who provides them with a supportive, protected environment in which they try out their language skills and develop confidence in their abilities. Generally, an ESL student is one who has studied in a language other than English, before joining CPS GS. Sometimes, there are students who may have studied in English but continue to need the extra help and support. The process of choosing a student for ESL program involves informal screening, observations, feedback given by the previous grade teacher, assessment reports of previous year/ previous school, etc.

The English tutors schedule weekly classes of introductory English during the free lessons of the students and after school hours till they achieve the basics of the four skills: reading, listening, speaking and writing in English. At the same time, students participate in their regular classroom for other subjects in which teachers are aware of the ESL students’ needs. In this way the child not only achieves competency in meeting academic goals, but is also able to participate in school culture and become a fully integrated member of our community. English as Second Language (ESL) subject is offered in place of English as a First Language for those students of Grades 8 to 10 (Checkpoint and IGCSE) who doesn’t reach the proficiency. Students of Grades 1 to 3 are supported in the regular classroom itself through differentiated teaching strategies to develop their language skills.

**Development and Maintenance of the Mother Tongue:**

CPS GS encourages the development of mother tongue and first language of students through an ethos of acceptance and celebration of linguistic diversity within the community. It is also acknowledged that that a strong level of competency in the mother tongue or first language of students can be an important ingredient in their success as learners of additional languages.

The reasons for supporting the development of a person’s mother tongue are many, all of which are in keeping with the school’s mission statement.

• Fosters the celebration of diversity and enable cross cultural awareness, appreciation, and understanding.
• Enables the development of higher order cognitive skills
• Enables people who are members of small cultural subgroups to maintain and transmit cultural identity within a multicultural community.
The school has students of over 12 different mother tongues studying in the school. Tamil account for the mother
tongue of more than 60% of our student population and the school offers this language. We recognize Tamil as
common language and culture as indigenous to the region in which the school is located. This is achieved through
curricular, co-curricular activities and outreach programs.

**Whole school strategies for developing mother tongue:**

**Evidences:**

- School observes Language Week to promote the richness of the Mother Tongue languages: Cultural events
  through theatre plays, dance, poetry, folk music, games, debates, quiz, essay writing, art etc. are organised
during this week wherein the students display their culture on one hand and learn to appreciate the same of
others.
- School organises International Food Festivals:
  Cuisines of different countries and states of India are presented by the parents and students to demonstrate
  the flavour of their culture.
- School conducts assembly in various regional languages of India:
  Assembly presentations showcase the richness and culture of the language through music, dance etc. The
  linguistic diversity of the school community is a rich resource for the mother tongue program and the school
  makes active use of it in such opportunities.
- School observes Ethnic Days, Festivals & World Observance days
- School organizes Annual Day:
  Students actively participate and perform skit/drama/mime in English, Hindi, Tamil and French.
- School encourages language learning through displays:
  Posters depicting language learning are displayed inside and outside the classrooms and regularly updated on
  a monthly basis.
- CAS Programmes:
  Service activities like visiting orphanages, interacting with the inmates in their mother tongue, spreading
  awareness about environmental and health issue help students to understand the regional language, namely
  Tamil.
- School collaborates with global community:
  For global community engagement, the school has collaborative partnership with InKo Centre (indo-Korean
  centre) as well as Alliance Française to promote the rich traditions of India, Korea and France.
- School involves parent community:
  The parent community is actively involved to develop and strengthen the mother tongue of their children at
  home in order to instill a sense of importance about their culture.

**Role of Library in Language Development:**

The library/media centre has learning materials to support the languages that students opt for. The school library
has few books and periodicals in Tamil, Hindi, French and Spanish. The school ensures access to information on
global issues and diverse perspectives through newspapers and magazines in different languages. Online
resources will be subscribed for as and when required.

A keen collaboration between subject teachers and the librarian ensures the right set of appropriate language
resources for the library are available. Teachers contribute their suggestions via visiting book stores and scanning
through various catalogues including IB store. Similarly, students are encouraged to bring books, if found suitable,
are added to the school library. The library stocks books of the languages taught within the school as well as from
the originating country of the international students.
Awareness of the Policy:

The language policy has been introduced to the school community through School Management portal and DP Handbook; Extracts of the policy is printed in the Student Handbook and published in the website. Staff meetings are held to reinforce and familiarize the faculty with the policy.

Review of Policy:

The Review Committee comprises administrators, coordinators, teachers, librarian, parents and students. This team reviews the policy at the end of every academic year to recommend necessary amendments to the Governing Body. The amended policy will be documented and shared with all stake holders of the school. It will be uploaded in School Management portal too.

References:

5. Atlanta International School. Language Policy. 2011
APPENDIX 1

LANGUAGE PROFILE FORM

Name: ____________________________ Current Grade: ____________________________ Nationality: ____________________________

1. What is your Mother Tongue / Native Language / Language spoken at home? __________

2. Can you read and write your ‘Mother Tongue/ Home Language’?

   Read Only ___  Write Only ___  Read & Write ___

3. How would you rate your proficiency in your ‘Mother Tongue/Home Language’?

   Excellent/ Good/ Satisfactory/ Needs Assistance.

4. Can you read and write the ‘Language of Instruction – English’? Yes/No

5. How would you rate your proficiency in the ‘Language of Instruction – English’?

   Excellent/ Good/ Satisfactory/ Needs Assistance.

6. List all the other languages of which you have some knowledge (studied for at least one year) and tick the relevant boxes.

<table>
<thead>
<tr>
<th>Language</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2

Language Learning Path at CPS GS:

English:
Other Languages:

- Cambridge Primary (Gr 1 - 5)
- Cambridge Secondary 1 (Gr 6 - 8)
- IGCSE (Gr 9 - 10)
- IB Diploma (Gr 11 - 12)

- Hindi, Tamil, French
  - Hindi
  - Tamil
  - French
  - Spanish

- Hindi Core/Extended
- Tamil Core/Extended
- French Core/Extended
- Spanish Core/Extended

- Hindi B SL/HL
- French / Spanish Ab Initio
- Tamil B SL
- French / Spanish Ab Initio
- French B SL/HL
- Spanish Ab Initio
- Spanish B SL/HL
- French Ab Initio