



Calorx Olive International School

IB World School

CALORX OLIVE INTERNATIONAL SCHOOL
Ahmedabad

LANGUAGE POLICY

2023-24

CALORX OLIVE INTERNATIONAL SCHOOL

SCHOOL CONTEXT

COIS is an independent full-spectrum IB School offering Primary Year Programme, Middle Year Programme and Diploma Programme. We encourage

our children to experience and uphold Indian culture and language while also promoting international-mindedness and creating lifelong learners.

MISSION

Be a centre of Excellence that promotes internationalism and upholds cultural values, acquiring and sharing knowledge whilst setting new standards of educational practices to create responsible members of society.

VISION

To bring out the best in every child thereby, fully equipping him/her to make a significant difference for the betterment of our society. Our alumni should be known in the world for their values, spirit of leadership and achievements.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help 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.

INTRODUCTION

The purpose of this policy is to establish the framework of language, including learning an additional language, valuing the linguistic diversity of our community, and working to support the mother-tongue development of our students and families.

We focus on overall development and generating new standards of educational practices through our centre of excellence. Therefore our aim for language development is that we:

- Enable students to learn and use language effectively, appropriately, accurately and confidently.
- Develop students' powers of oral and written communication.
- Develop listening skills in students.
- Enable students to develop and use language skills in a variety of contexts and purposes.

- Promote the appreciation, understanding and analysis of literature.
- Understand the vocabulary and terms used in different subject areas.
- Encourage students to explore language as a means to understand the varied perspectives of people belonging to different cultures.

Learning language at COIS extends beyond the classroom, and has close connections to the school's library/media centre, and other classrooms. The collaborative planning keeps a clear focus on the IB Learner profile, PYP's language Learning Teaching Elements and MYP's Global Context; along with subject specific requirements of different programme to plan-teach-assess language development of the students.

IB LEARNERS STRIVE TO BE:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

STATEMENT OF PHILOSOPHY

COIS's language philosophy is based on the firm belief that language adoption is a key skill and its proficiency is instrumental to the success of our students irrespective of their future aspirations, career paths or social status. Language is a tool that connects the self to the external world through knowing, learning, thinking, reflecting and expression. We appreciate the importance of culture, diversity, and sensitivity toward others, which in turn enhances one's personal growth and development, making the learner a great individual.

LANGUAGE LEARNING: AN OVERVIEW

Language forms the basis of all communication and learning.

Language learning is a long-lasting procedure and plays an essential part in their intellectual development. Skills acquired in one language can be extended to other languages.

Capability in language helps the students to gain skills in other academic areas. Language is an expression of one's convention and culture and constitutes a fundamental part of a students' identity.

Linguistic skills foster International Mindedness by viewing things from a multicultural perspective. The linguistic requirement of the student is inculcated in the Teaching learning process and all teachers own this responsibility to teach command terms of the subject specific language in MYP and DP.

Calorx Olive International School promotes language philosophy and our aim is to:

- Support our students with effective contextual understanding and appropriate application of the language
- Develop students' verbal and written skills
- Promote active and effective listening skills in students.
- Enable students to have a logical approach in terms of usage of vocabulary and to be pertinent.
- Promote the appreciation, understanding, and analysis of literature.
- Use language as a means to give our students a deeper perspective of people belonging to diverse culture

Comprehensive language profile of our school community identifies the following points:

- The diversity of language needs for learners in the IB programme(s). This should include information on the languages of teaching and learning, the

languages of communication used in the school and outside the classroom, and the range and types of mother tongue in the community.

- The other language needs of the community. This should include any legal requirements as a result of government legislation, which as a school we have implemented ie Gujarati as a language from PYP 1 onwards.
- 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.
- Beliefs held about language teaching and learning.
- Other policies that relate directly to language teaching and learning such as **admissions and assessment policies**.

LANGUAGE POLICY STEERING COMMITTEE

Calorx Olive International School committee comprises of the Head of the School, Coordinators and Teachers representatives from PYP, MYP and DP. All questions and / or suggestions concerning COIS's Language Policy are channeled through the Head of School and all Coordinators. Head of School ensures that the Language Policy is:

- Communicated to the various stakeholders of the school through orientation programmes, school website/ ManageBac/ Google Drive (PYP Teachers) -

Reviewed annually and cross referenced with COIS's philosophy and other policies and procedures by a Language Policy Committee.

Annually, the committee reviews the policy-in-action and provides commendation and recommendation. The suggestions for improvement are then incorporated into the planning of the next academic session.

SCHOOL LANGUAGE PROFILE

Learning language at COIS complies with the following points:

Calorx Olive international school is located in Gujarat, India. India has a rich diversity of language and culture, with each state having its own language and further regional dialects. Therefore the language and mother-tongue of children here is different, based on their home state and the regional dialect they represent (community or village).

The Indian government has given each State the power to run its offices in the local vernacular language, but English and Hindi are considered as official languages of communication between offices and all communities are circulated in English as well as Hindi.

Since we are located in Gujarat, Gujarati is the mother tongue for our students from Gujarat (including the dialects like Kathiyawadi, Kutchhi, Surti etc). But the majority of our students are from other states of India like Rajasthan, Punjab, UP, Bihar, Delhi, Maharashtra, Andhra Pradesh, Kerala. Also we have students from the international community from countries like Canada, Korea, USA , South Africa and UK.

Learning language at COIS extends and connects outside the classroom to the school's library, ICT Lab and other classrooms. The collaborative planning keeps a clear focus on the IB Learner Profile, PYP Teaching Learning Elements and MYP's Global contexts along with subject specific requirements in DP to plan-teach- assess language development of the students. The school makes provision for Students to learn a language, in addition to the language of instruction, at least from the age of 6. Gujarati and Hindi as language is introduced in PYP 1, From PYP 2 onwards they can make a choice between Hindi / Gujarati and French / Spanish.

MEDIUM OF INSTRUCTION - ENGLISH (ALL SUBJECTS)

INSIDE THE CLASSROOMS / HOMEROOMS - Students are encouraged to use primary language i.e English to read and express their understanding; however, they can also use their mother-tongue to express their thoughts and perspective. The teachers too can avail the use of technology as well as print media (in mother tongue) to encourage the comprehension of an idea or sharing the comprehension.

OUTSIDE THE CLASSROOMS / HOMEROOMS - Students will be and are encouraged to communicate in the language that is agreeable to them. This will help us create an environment which will encourage the advancement of their mother tongue.

Keeping the student and teacher diversity in mind, the language learnt / offered at all levels -

PYP - Gujarati, Hindi, French and Spanish as additional languages which are offered in option. Language B (French / Spanish)is offered from the age of 7.

MYP - Hindi, French, Spanish and Gujarati(till grade 8) for language Acquisition. DP - Hindi, French and Spanish for Language Acquisition.

OTHER LANGUAGE NEEDS OF THE COMMUNITY

INTERACTING WITH SUPPORT STAFF - As most of the support staff comes from the local community, the mode of communication with them will generally be in Gujarati / Hindi.

INTERACTING WITH VISITORS - English will be a mode of communication for the visitors. But we may also use different languages based on the needs and availability.

INTERACTING WITH PARENTS - Communication with parents will mostly be in English. The school will also communicate in Hindi and Gujarati based on the need of the situation.

SUPPORT FOR STUDENTS NOT PROFICIENT IN THE LANGUAGE OF INSTRUCTION

In addition to the above-mentioned language groups, if a child has not been exposed to English or Hindi, Spanish, French or Gujarati, we give admission and

the needs are addressed through support classes. If any child taking admission in MYP or DP has had no exposure to English, it is mandatory for him / her to undergo a bridge program according to the need of the programme.

Reporting and feedback on language development, early intervention and differentiation strategies for SEN / Inclusive learners.

MOTHER TONGUE SUPPORT

At COIS, language is looked at with a holistic approach. The mother tongue of a child is a part of his / her personal, social and cultural identity. Each program has a particular learning results for different skills required for language development. Another impact of the mother tongue is that it brings about the reflection and learning of successful social patterns of acting and speaking. Parents are encouraged to take up mother tongue development at home. COIS promotes authentic inquiry based learning through an investigative approach of different genres. For example- Students are allowed to have their class discussions with their peers in their mother tongue and are encouraged to share their learning and progress with their parents. This is especially encouraged during Student Led Conferences, Special Assemblies and other School Events.

SCHOOL LANGUAGE PROFILE

The best language of the parent network of COIS is English and they are knowledgeable both in oral and composed correspondence, despite the fact that they originate from different states and nationalities. Students of Calorx Olive International School speak various languages like English (7 British students, 14 American students, 2 Australian students, 1 Canadian), Korean (2 students), Kyrgyzstan (1 student), Spanish (2 Panama students). Apart from this, we have Indian students belonging to various states. Because of this diversity, our students may fall into the following categories: English speaking students with limited or no Language B experience, English speaking students with prior language B instruction, bilingual students who speak their mother tongue as well as English, and non-English speaking students.

LANGUAGE GUIDELINES

At COIS, the medium of instruction is English which is acceptable to all. Being the school's official language, all the developmental and operational activities are carried out in English. The first language offered in the curriculum is English whereas Gujarati/ Hindi are offered till MYP 3 and further the child is given the option to select either of hindi/French/Spanish as second language. The language acquisition meets the requirements of IB which states that each child would acquire the proficiency through each phase of the language Curriculum .In MYP, each child has to achieve a satisfactory proficiency level in Phase 4 to switch over to another language. Language acquisition is also enhanced with Parental support.

The IB encourages schools to counsel students about their choices for language acquisition courses before the start of the MYP. Examples of good practice include:

- giving students a placement test to determine in which phase they will continue with language acquisition from a previous educational experience
- organizing an “Introduction to the MYP” orientation as part of the enrolment process that includes information about language acquisition courses
- setting up a “languages carousel” in the final year of primary education, during which students can experience a brief introduction to each language acquisition course offered in the MYP.

School supports and guides parents to get involved in planning their children's language profile and development.

Cultural diversity and community engagement is promoted and supported through Language weeks and International Days held every academic year.

The school motivates the students to use English during all lessons except in additional languages. The facilitators of COIS adhere to this policy by giving all instructions in English prior to any translations. Translations are used as a last resource when other means of communication have been proven unsuccessful. Literature plays an essential part of the curriculum. Hence, to reinforce Concepts, Skills, Approaches to learning Skills and linguistic abilities as well as to reflect various cultural aspects, the literary texts are carefully selected by the Head of the school and the Language Committee. Students learn how to understand, interpret and respond to the ideas, attitudes and feelings expressed in various texts.

Writing is a critical activity in PYP/MYP/DP classes. The writing procedure includes making a domain where students can acquire the skills that are important to deliver written contents for different purposes. When figuring out how to write, students are encouraged to understand the meaning and then appreciate the written work process rather than looking at the content accuracy.

The resources available for imparting knowledge are carefully assessed to ensure they meet the requirements of the facilitator, the students and the curriculum. The facilitators work in collaboration with the Head of the School, the Coordinators and the Librarian before obtaining the resources.

LANGUAGE ASSESSMENT:

The starting point for formative language assessment is with the students' prior and current understanding. Students' individual progress is monitored through a continuum and/is evaluated, based on their prior understanding and abilities. Each student's summative knowledge and abilities are assessed against set criteria for their age level. The responsibility for the student's English/ all language assessments lies with the Homeroom (PYP) & English and other language teachers.

Language will be assessed based on our Assessment Policy

References:

PYP:

- *Language Scope and Sequence (Dec 2018) **MYP:***

From principles into Practice (2022)

*Second Language Acquisition and Mother-tongue Development (January 2004) **DP :***

[Language A: language and literature](#)

[Language A: literature](#)

[Language A: literature \(school-supported self-taught\)](#)

[Literature and performance](#)

- Guidelines for developing a school language policy
- Reviewing a Language Policy – Updated December 2018
- Guidelines for developing a school language policy- Published April 2008

Language Demographics at COIS

USA: 14 Students

UK: 7 Students

Australia: 2 Students

Canada: 1 Student

Korea: 2 Students

Kyrgyzstan: 1 Student

Panama: 2 Students

Review Committee Members:

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- School Core Team
- Two teachers from each program - School Librarian

Last reviewed on

- April 2023

Next Review on April 2024

