



Lancers International School

Language Policy

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LIS Vision and Mission

Vision

Nature is the best educator. It is universal, absolute and constant. We believe Lancerians will inherit its completeness. They will be humanitarian in their approach, deft at adaptation, innovative and resourceful in times of crisis and international in their outlook, capable of carving a home for themselves in any global grid.

Mission

Our mission is to provide an environment in which all Lancerians will become lifelong learners, who are responsible, disciplined, and ethical young men and women. Lancerians are understanding and tolerant towards peoples of all races and cultures.

Objectives

1. To develop healthy, sensible, well rounded and complete human beings through academic, aesthetic and athletic activities.
2. To encourage a social climate in the school that creates international understanding amongst those represented within the school community.
3. To develop through community service respect for the environment and concern for the society.
4. To build self-esteem and leadership qualities.
5. To uphold an uncompromising commitment towards excellence.
6. To provide a safe and nurturing community where diversity is celebrated and mutual respect among children and adults is practiced.
7. To create an environment where children are exposed to challenging, educational opportunities.
8. To create a platform where teachers, parents and children evolve together to create a new social awakening.

Language Policy

Rationale

At Lancers International School, we believe that Language is an essential tool for communication and the development of social, emotional and cognitive skills. It is a major factor in the development of international understanding and it is fundamental to learning, central to the curriculum and a medium of inquiry.

English is the language of instruction in Lancers International School and our language curriculum is embedded in the whole school curriculum. Teaching and learning language in our school is integrated within all subject areas and our language activities are meaningful and relevant.

We recognise the fact that in any meaningful language, learners have the opportunity to learn language, learn about language and learn through language. Our learning engagements across the school provide opportunities for language events that are cognitively demanding for our students.

Beliefs

The school understands that all teachers are in effect language teachers with responsibilities for facilitating effective communication. By integrating language into every aspect of the curriculum students will learn the importance of culture, diversity and sensitivity towards others, which in turn will enhance personal growth, cognitive development and facilitate international understanding.

The school seeks to enable students to function as international citizens, developing the ability to function capably and comfortably within and between languages and cultures. The capacity to speak more than one language is an integral part of this preparation and all students at LIS will be provided with opportunities to learn additional languages.

Language Profile

LIS is a multicultural school, the population of which is made up of students and staff who represent a wide range of linguistic and cultural affiliations. The school recognizes this as both a resource and a responsibility and thereby offers a range of levels in English courses to support students who may not have a high proficiency level in English, while encouraging those who do to excel.

The language of instruction at LIS is English. The school recognizes that language is central to learning and that all its students will not be comfortable in the language of instruction, therefore the school will assist students in improving their understanding and usage through suitable support programmes. The school will also encourage students to develop their own mother tongues and provide opportunities for this to happen.

LIS will actively promote Hindi, the regional/official language of the region of India in which the school is located, whilst recognizing that this may not be the mother tongue of many of its national students.

Language at LIS

The Language of instruction at Lancers International School is English and Hindi will be taught as a second language and be treated as the “Host Country” language for the purposes of this policy.

India has a multilingual language policy based upon the concept of a regional language. LIS is located in a region where Hindi is the regional/official language.

There will be differentiation in instruction at all levels depending upon the student’s prior knowledge of the language. It is hoped that many students will become bilingual. Foreign students who enter the school with little or no English will be supported through the English as Additional Language (EAL) programme.

At present the school offers a third language French and German from Grades 3 to 12. Grades 1 – 5 students are also offered co-curricular language programme for Spanish Language.

It is expected that for many of our students, either English or Hindi will be their best language or Mother Tongue. The school is recognizing this in its language provision. Students with other mother tongue languages are encouraged to continue to use their languages at home.

Efforts will be made by the school for Diploma students to choose their Mother tongue language as a self - taught language in Group 1 if they prefer to do so. Parents will be asked to suggest suitable additions to the school library in these languages. Parents are also invited to share in the parent involvement programme of the school to enhance our student’s mother tongue language.

Language in the Primary School

The main language of instruction is English language. However, the school does not expect all students to have prior knowledge of English and teachers provide needed support especially during the early stages for students who may require help in understanding. If required, translations can be done by the teacher, if s/he knows the language, or through the help of a parent.

LIS teachers model respect for all cultures and teach students to do likewise. Teachers support students in their learning of the language of instruction whilst ensuring that they develop their mother tongue as well.

All LIS teachers are language teachers, the class teachers constantly engage students in language experiences whatever subject content they may be teaching.

A written curriculum closely approximating the scope and sequence of the PYP is currently being followed. The strands for teaching the language arts curriculum include listening, speaking, reading and writing.

Second Language

The second language taught at LIS is Hindi. All students from ages 5 ½ learn Hindi, classes for which are timetabled each week. A specialist teacher is available to teach those students who are already fluent in the language and a class teacher who is fluent in the language teaches the beginners group. Students who have yet to develop proficiency in the language of instruction are excused from Hindi and are required to attend lessons in EAL.

Other Languages

A third language is introduced for the students of Grades 4 and 5. Currently students may choose between French and German. Other choices will be added as the school grows. Students attend this lesson once a week. Specialist teachers teach this class.

Language in the Middle and Senior School

The language of instruction in the Secondary School is English. Admission to the school does not depend upon the level of prior knowledge of English though the school will consider its own position in providing adequate support to the student before admitting a student who has very limited knowledge. Admission tests are so designed so as to fit a new student into a level most suited to his/her level of proficiency.

LIS aims to foster English as the main language of communication that includes oral communication, written language, reading, viewing and presenting. All students to grade 12 will study English as one of their subjects. Different levels of English will be available in grades 11 to 12 depending upon the student's proficiency.

The English course for MYP 1-5 will include elements of both language and literature. The aim of the course is to develop the student's skills in reading, writing, listening and speaking in the language so that he/she will be able to communicate effectively in English in a variety of different ways to different audiences. They will enjoy reading both for facts and for pleasure and communicate their thoughts and opinions in clear terms.

Students currently in Grades 9 and 10 follow either the IGCSE First Language English or Second Language English course. Most First Language students will also follow the English Literature course. Other students will follow the LIS introduction to literature course.

A variety of English courses will be available for students in Grades 11 and 12. Most IBDP students will study English as their Group 1 language. In addition, students, whose mother tongue is not one of the languages formally offered, can elect to study their Language A as a self-study of literature, adhering to the stipulated guidelines established by the IB and detailed in the Handbook of Procedures for the Diploma Programme 2015: Group 1 Language A: Literature.

Other Languages

All students in MYP 1-5 will learn Hindi as a second language. The language will be offered at different levels depending upon the student's prior knowledge.

Students will also choose a third language currently from French and German. This list will be extended as the school grows.

Students in MYP 1-3 will have 3 periods per week of their 2nd and 3rd language. Students in MYP 4-5 will choose one language to be examined and will have 4 periods per week of this language, with 2 periods per week for the remaining language.

The school intends to offer students a variety of taught languages in Group 2 IBDP at different levels. To begin with French and German will be offered at Ab initio and Language B and Hindi and English at Language B level. Where feasible, students could also offer their mother tongue as self-taught. Additional languages will be added as appropriate as the school grows and needs are addressed.

Language Choices

Group 1 Diploma Programme

English A1 SL: Language and Literature
Mother Tongue Self Taught

Group 2 Diploma Programme

French SL/Abinitio
German Abinitio
Hindi HL/SL
English HL/SL

IGCSE

English with Literature/Coursework
English Language
ESL Extended and Core
Not Mother tongue but possess a level of competency
Little competency and requires EAL support

Middle School

Mainstream (Eng.Lit/Lang.Acq) & EAL support

Other Initiatives

The school recognizes the importance of language as central to all aspects of interaction and uses a variety of different ways to develop language skills and cultural awareness in students.

- Debates
- Presentations
- Theatre club
- Model United Nations
- Newspapers and Magazines
- Notice Boards
- Cultural events
- Subject specific tutor discussions
- All of the above in different languages

We endorse in-house language culture that is representative of our community where English, German, Hindi, and French are part of the school décor, morning assemblies, Library and our communication. We celebrate world languages and cultures at LIS by respecting festivals, holidays and world cuisine. The curriculum is so planned that opportunities arise for students

to discuss and explore various issues and cultures, and for students to think critically and confidently express their views both orally as well as in writing.

Language Pathways

| Language Taught | IBPYP | IBMYP | IGCSE | IBDP |
|---|---|--|-------------------------------------|--|
| English (Instruction Language of School) | Start Up to Grade 5 | Grades 6-10 | Grades 9-10 | Optional as Language A/Language B |
| Hindi National Language | Grades 1 to 5 | Grades 6-8 Mandatory Grades 9 & 10 Optional | (Optional as second Language) | Optional as Language A/Language B |
| French | Grades 3 to 5 (Additional language) | Grades 6-8 (Optional as Third Language) Grades 9 & 10 (Optional as second Language) | | Second Language |
| German | Grades 3 to 5 (Additional language) | Grades 6-8 (Optional as Third Language) Grades 9 & 10 (Optional as second Language) | | |
| Language A Self Taught Korean | | | | School Supported Self Taught |
| Language A Self Taught German | | | | |
| Language A Self Taught Japanese | | | | |
| Language A Self Taught Spanish | | | | |

Mother Tongue Development

Lancers International School strongly encourages the use of mother tongue. We actively support the development of the mother tongue language of our students, as it is important for maintaining cultural identity and emotional stability.

The maintenance of each student's mother tongue lays the foundation of linguistic understanding upon which second and further language learning takes place. Children learn a second language more quickly and effectively if they maintain and develop their proficiency in their mother tongue. The level of development of a child's mother tongue is a strong predictor of their second language development (Jim Cummins). When children are able to develop their mother tongue vocabulary and concepts, they come to school prepared to learn and succeed educationally.

The following measures are in place to support mother tongue development:

- Our school library undertakes to include literature in a range of languages representative of the school population.
- Opportunities are provided for students to make presentations, including story-telling and singing in their own language. One of the aims of such activities is to reinforce awareness that although these students may have difficulties using English, they are fluent in their native language. It is also a way of sharing culture and of making explicit the fact that language is a part of culture.
- Parents are actively involved in enriching mother-tongue development at home and in school, during parent information and sharing sessions throughout the year.

Ways we strengthen the mother tongue in our classrooms:

- Students are encouraged to do projects on similar themes in their own languages.
- Opportunities are given to students to read books and engage in some oral work within same language circles or read dual language books on their own.
- When new vocabulary and elements of grammar is introduced in English, links between it and other languages are explored.
- Students are allowed to speak their own language during informal class time.
- Students are given an opportunity to teach other classmates simple greeting and frequently used expressions.

English as Additional Language

English is offered in the mainstream for all students. We believe that students are better off academically and socially when they are not separated from others. Our mainstream programme provides our students the maximum opportunities to use language in meaningful contexts, particularly in their daily interactions with fellow students.

Students who have not reached a level of English language proficiency are provided support. The EAL programme is offered to Grades 1 – 5 students as a pull-out programme. The students are often pulled out during Hindi classes. An EAL Teacher provides support for these children so they can attain the language proficiency necessary for learning.

Students in Middle and Senior School will choose whether to take the extra English classes as a replacement for Hindi or the third language. Students who enter the school with little English proficiency will be given support through group sessions of English as a second language and if necessary additional one on one support by a specialist EAL teacher. These classes will run concurrently with Hindi and third language classes.

In support of the EAL and ESL programmes, the school undertakes to provide ongoing professional development for teachers in the field of EAL and ESL strategies and techniques appropriate for mainstream classroom settings.

Policy Review

Lancers International School commits to policy review at least once a year, at the beginning of each academic session.

Whole School Policy Published: JULY 2014

MYP Review

Reviewed on: July 2015

Reviewed by: Head of School, MYP Coordinator, MYP Staff

DP Review

Reviewed on: August 2016

Reviewed by: Head of School, DP Coordinator, DP Staff

PYP Review

Reviewed on: October 2016

Reviewed by: Head of School, Primary Principal, PYP Coordinator, PYP Staff

Next Review Date: July 2017

References

Developing academic literacy in IB Programmes, International Baccalaureate (2014)

Guidelines for developing a school language policy, International Baccalaureate, (2008)

Learning in a language other than mother tongue in IB programmes, International Baccalaureate, (2008)

Guidelines for school self-reflection on its language policy. International Baccalaureate (2012)

Language and learning in IB programmes, International Baccalaureate (2011)

Learning in a language other than mother tongue in IB programmes, International Baccalaureate, (2008)

Appendix

Language Profile Form

Language Profile

Name of Student: _____ Class: _____

Nationality: _____ Gender: _____

Name of Person Completing the Form: _____

Relationship to Child: _____ Telephone: _____

Tick (✓) the correct response for each of the following questions and indicate other languages if appropriate:

| Questions | English | Hindi | Other Languages |
|--|---------|-------|-----------------|
| 1. What was the first language your child learned to speak? | | | |
| 2. What is your child's second language? | | | |
| 3. What language does the family speak most of the time? | | | |
| 4. What language does the mother speak to her child most of the time? | | | |
| 5. What language does the father speak to his child most of the time? | | | |
| 6. What language does your child often hear and understand in your home? | | | |
| 7. What language does your child speak to her/his brothers/sisters most of the time? | | | |
| 8. What language does your child speak to her/his grandparents most of the time? | | | |
| 9. What language does your child prefer when writing creative texts such as poems and stories? | | | |
| 10. If your child is cared for by another person on a regular basis, what language is most often used? | | | |

*Please complete this form and submit it to your child's Homeroom Tutor. It will be retained by the school and kept with your child's record.