



LANGUAGE POLICY

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VISION:

A world of self-confident lifelong learners connected and inspired to help others.

MISSION:

Students are supported in a caring environment and given opportunities to learn about themselves and to take action in areas in which they are passionate. Our students and teachers come from diverse backgrounds and we connect globally with our other campuses to learn about the world, from the world. We inspire and teach students about global issues by connecting ideas and stories locally. We strive to use our environment as a tool and a canvas for learning and action.

VALUES

Through leadership challenges and opportunities, we help students discover their passion, develop their character, and understand their connection to others and society. We espouse creativity, build character and develop connections to deliver exceptional educational learning experiences.



**TO INSPIRE STUDENTS TO BE LIFELONG LEARNERS, AS COMPETENT,
ADAPTABLE GLOBAL CITIZENS WHO WILL ENRICH AND IMPROVE THE
WORLD.**

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Statement of Purpose

The purpose of this document is to outline the language policy of GPS Brookes Kochi International School, an IB World Candidate School providing a global education to students in the IB Diploma Programme in Grades 11 and 12. This policy is derived from Brooke's language philosophy and is a statement of purpose that outlines goals specific to language teaching and learning. It is constructed around pedagogical and learning beliefs and is, therefore, also a statement of action describing practices and goals.

Philosophy

"Language is integral to exploring and sustaining personal development, cultural identity and intercultural understanding. As well as being the major medium of social communication, it is tightly linked to cognitive growth because it is the process by which meaning and knowledge is negotiated and constructed. It is the main tool for building our knowledge of the universe and our place in it. Language then, is central to learning, as well as to literacy, and is thus closely related to success in school."¹

GPS Brookes Kochi believes that effective use of language is a valuable and necessary life skill. Language is integral to thinking, learning and communicating effectively across time and cultures. Language learning empowers students to communicate through speaking, listening, reading, viewing, writing and expressing. Students must be able to comprehend and respond knowledgeably and critically to what they read, view and hear. They must use language to learn about language (metalinguage), to learn through language (subject specific as well as transdisciplinary language), and to embrace language as art (literature).

Introducing children to different cultures and to alternative ways of expressing themselves broadens their outlook, giving them the opportunity to communicate effectively within the global community through the central role that teachers and parents play in language development. GPS Brookes Kochi language programmes enable students to become articulate, internationally minded communicators and lifelong learners.

Practice

The following practices are followed at GPS Brookes Kochi:

Community Language

As in all other sections of the Global Education Trust community, English is the language of instruction within the Diploma Programme at GPS Brookes. It is the common language in which all communication and access to the curriculum occurs. As such, the support and development of English within the school is paramount. English language learning is not something that happens at a set time with a set teacher, instead it happens across the disciplines and every teacher is required to model the use of language, emphasizing clear and concise communication.

All assessment with the exception of additional Language A and B courses is conducted in English as outlined in the GPS Brookes Assessment Policy. Reporting on Assessments is also undertaken in English, with the exception of Hindi A (if offered in that academic year) where English and Hindi reports occur for Hindi A.

¹ Learning in a language other than mother tongue in IB Programmes, 2008. P.1

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All Teachers are Language Teachers

Language is central to learning. GPS Brookes Kochi believes that all teachers are, in practice, language teachers who are responsible for developing literacy and facilitating communication. Through language development and the IB Approaches to Learning, students are given the tools they need to interpret the world around them. Language is also a major component in encouraging understanding and tolerance of other culture groups and perspectives.

Language Learning throughout the Global Public School

Within our partner Global Public School (GPS), English Language in Grades 6 to 8 is taught in context and addresses the following strands: speaking and listening, reading, writing, and viewing/presenting (media literacy). Instruction is differentiated to meet the needs of individuals. Language teaching occurs with the understanding that students bring their own unique cultural backgrounds to any new situation.

Students in Grade 9 and 10 follow the Cambridge IGCSE English Language and Literature programme or the CBSE NCERT English Course.

GPS students also either complete CBSE or IGCSE Hindi or French second language courses in Lower high school and Grade 9 and 10.

Language Learning throughout Brookes Schools

Within the other Brookes schools, all students follow the IB Continuum Programmes. Students entering GPS Brookes Kochi from other Brookes Schools will have completed the MYP Language A either in English or another language.

All Brookes students in other Brookes schools also complete a Language B course within their MYP studies.

Language and admission to the IB Diploma Programme

IB Diploma Programme at GPS Brookes Kochi is accessible to all students who can benefit from the study.

Students who progress from GPS or another Brookes school Grade 10 programme into the Diploma Programme at GPS Brookes Kochi will have the opportunity to continue towards language development based on their course selection at IGCSE / CBSE/ MYP or through the addition of a School Supported Self-Taught Language A programme if suitable. Language choice, maintenance and progression are a major focus of the IB Diploma Options process undertaken during Grade 10.

Students entering the Diploma Programme in Grade 11 are supported in making language choices during the application process which are then developed with the Diploma Coordinator during admission. (Please see the GPS Brookes Kochi Admission Policy)

Placement testing may be required for English, Hindi and French, to aid the selection of the correct level and course. (Figure 1. Language pathways to GPS Brookes Kochi.)

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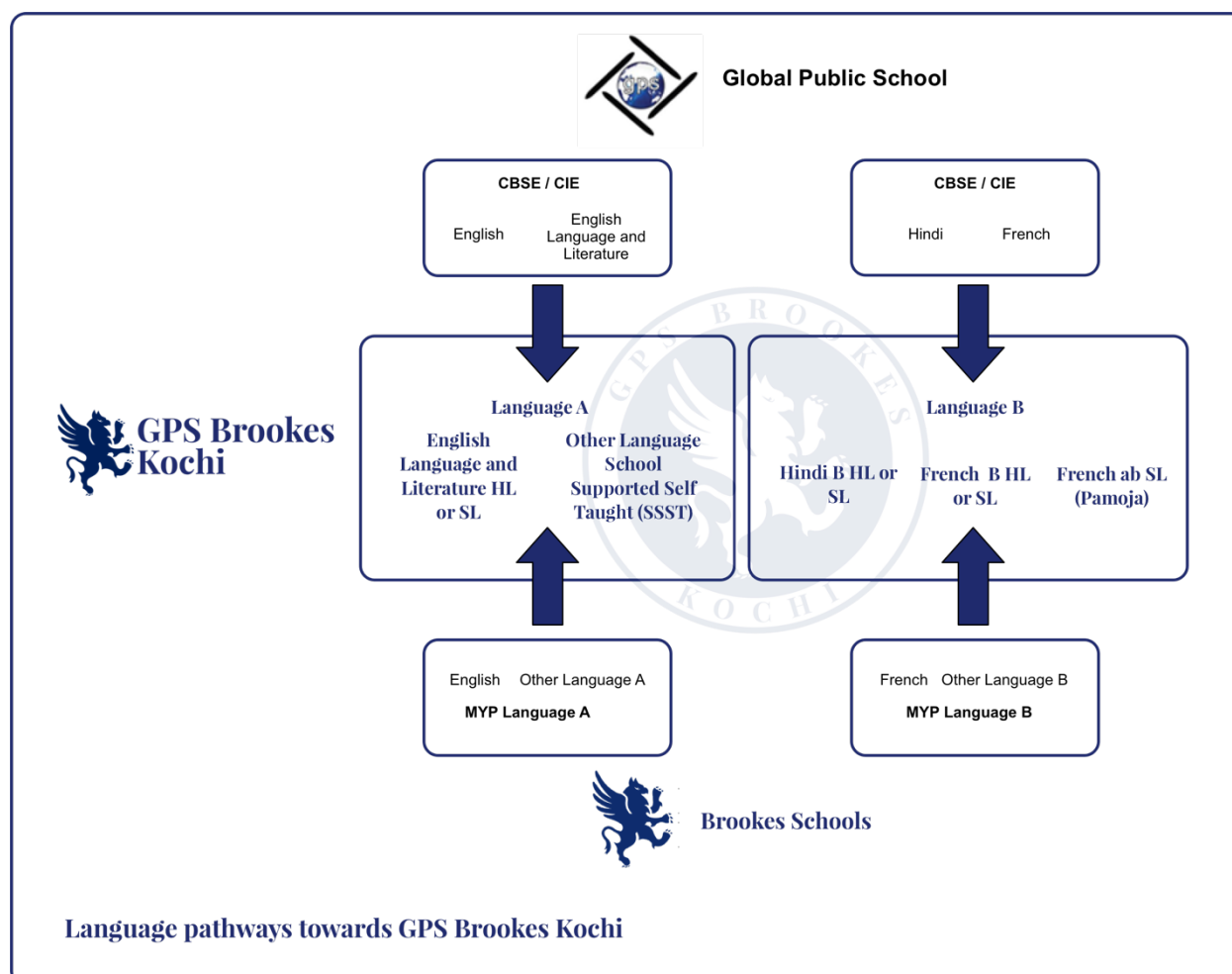


Figure 1. Language pathways to GPS Brookes Kochi

Mother Tongue Language

As an IB World Candidate School, GPS Brookes Kochi recognises the importance of creating an environment that fosters the development, support and maintenance of mother tongue language for all learners. Continuing to develop skills in one's mother tongue reinforces cultural identity. Families are encouraged to share this belief about mother tongue language development. We undertake to support our culturally diverse population by acknowledging and celebrating the importance of maintaining one's mother tongue in the home and in the wider global community.

GPS Brookes Kochi staff commit to enhancing our current level of additive multi-lingualism (where another language and culture does not replace that of the mother tongue). Social situations and educational opportunities may require different practices.

We endeavour to provide positive social situations for students by:

- Acknowledging that students may communicate in their mother tongue in appropriate situations outside of the classroom;
- Encouraging students to use a common language when multiple language speakers are present;
- Promoting an awareness of the many different languages and cultures of the school.

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- Providing opportunities to express themselves in multiple languages at school.

We strive to provide positive educational opportunities for students by:

- Exploring the possibility of providing school information on our website in multiple languages;
- Continuing efforts to provide library resources outside of the languages of instruction;
- Embodying the attributes of the IB Learner Profile, which will be displayed and explored in multiple languages;
- Facilitating learning opportunities within the school such as assemblies, cultural celebrations, international service projects, and outreach programmes;
- Utilising the resources of multi-lingual students and teachers in authentic educational contexts, for example, providing translating services or welcoming new members to the GPS Brookes Kochi community;
- Investigating the option of enlisting the support of professional translation services where appropriate;
- Recognising the difference between the understanding and the articulation of a concept by encouraging students to articulate their ideas (orally or in writing) in their mother tongue when appropriate;
- Continuing to implement global outreach programmes where students experience language and culture in real-world contexts.

School Supported Self Taught Programme

Students at GPS Brookes Kochi may also study other “mother tongue” Language A subjects at standard level through the IB school-supported self-taught (SSST) option. Students studying SSST languages do so under the direct guidance of the Head of Language A in a dedicated scheduled support period each week.

Where possible an outside tutor may also be appointed by GPS Brookes Kochi, under the direction of the Head of Language A, to allow more authentic assessment of student progress within the SSST programme.

Library: Learning Resource Centre

The library provides language resources for students, staff and the wider GPS Brookes Kochi community. In addition to providing English language materials, the library continues to acquire resources in the mother tongue languages of our students. These may include multimedia resources that are written, visual, auditory and technological materials that support subject specific literacy, recreational reading and adult readers.

Language Profile

GPS Brookes Kochi has a largely Indian student population, though with many students who speak another language at home. Languages spoken by students transferring from Global Public School, mostly include the local language of Kerala, Malayalam or regional languages like - Hindi, Kannada ,Tamil. Students entering GPS Brookes Kochi from other Brookes Schools as well as other schools both in Kerala and globally may arrive with a diverse mix of language backgrounds.

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Upon enrolment, parents of students from outside of the GPS or Brookes programmes, are made aware that English is the instructional language at GPS Brookes Kochi. Prior to student's admission to schooling at GPS Brookes Kochi, families are asked to provide teachers with information about their child's proficiency in English as well as in other languages, if they are not transitioning from a partner GPS or Brookes programme.

The English teachers evaluate student language levels using entrance assessments appropriate to students entering the Diploma Programme. Students who are not proficient in English when they apply are encouraged to receive additional support outside of the school in order to be successful in the classroom. The learning support teachers collaborate with classroom teachers to provide curricular support when necessary in any subject area.

We recognise that while incoming students may communicate fairly proficiently in English, and word recognition skills and literal comprehension of the text are adequate or are at grade level, inferential and critical comprehension skills in the English language may require support. A specific English as a second language programme (ESL) is available for these students.

Additional Language Learning

GPS Brookes Kochi provides students with the opportunity to learn one or more additional languages. Current teaching practices strive to help students achieve optimal levels of confidence and fluency in foreign languages. In order to foster balanced skill development in reading, writing, listening and speaking, programmes include linguistically rich subject matter and resources.

Diploma Programme (DP)

In the Diploma Programme, there is a focus on the acquisition and enhancement of language skills across the curriculum. Students are required to enroll in six subjects selected from set groups and in a Theory of Knowledge course from the IB Diploma Core (Theory of Knowledge, Creativity Action and Service and Extended Essay) to ensure that they develop skills in a diversity of disciplines. Each group focuses on the development of language skills appropriate to the subjects within the group.

Diploma Subjects and Language teaching

By integrating language into every aspect of the curriculum, GPS Brookes Kochi is teaching students the importance of culture, diversity, and sensitivity towards others, which in turn enhances their personal growth, cognitive development, and facilitates international understanding. Through the strong emphasis on language, the school's goal is to foster a deep understanding about language and communication.

While the language of instruction in the Diploma Programme is English, the curriculum emphasis is on communication and the links language can make. Subject teachers are required within their planning to develop possibilities for those links to be highlighted and fostered.

Teachers offer conceptually based programmes that takes the language needs of the students into account. All teachers are required to attend professional development and to be responsible for ensuring individual language development is considered when carrying out curriculum planning.

Effective language skills are essential as students are required to communicate, analyse and reflect both verbally and in writing. Students are expected to be able to convey their ideas in a comprehensive manner. Development of subject specific research and writing skills are

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taught in each of the other subject groups. Written and oral communications are emphasised in the Arts, the Individuals and Societies, and the Science groups.

In order to facilitate transition between curricula, students entering the Programme are expected to undergo an English Bridging Programme at the start of Year 11. (Please see the GPS Brookes Kochi Admission Policy for further details.)

During the programme of study, we recognize the diversity in proficiency of language skills and regularly consider the criteria used for language assessment for formative and summative assessments. Formative assessments allow early intervention and planning of differentiated strategies and targets to help students develop their skills.² Assessments follow a term wise reporting cycle to share feedback on language development and progress of the student. (Please see the GPS Brookes Kochi Assessment Policy)

GPS Brookes Kochi also endeavors to remove all barriers to student learning by adopting inclusive arrangements as required through the programme of study. (Please see the GPS Brookes Kochi Inclusive Education policy)

GPS Brookes Kochi upholds the principle of Academic Integrity. Faculty and Students are expected to role model sound academic practices in language teaching and learning and adopt the MLA format and citation style throughout their language writing expectations.

Language A (Group 1): Studies in Language and Literature

This level is for a fluent language user, studying in his or her most competent language. This is normally the language of the environment to which the student has been exposed from an early age or for an extended period. Students study literary texts and demonstrate analytical skills in writing and speaking.

In the Language A programme, there is an emphasis on the acquisition of oral and written skills and on analytical and critical thought. This is accomplished via the study of works that reflect diversity in genre, time period and culture. Assessment is through a formal examination, and an Internal Assessment.

Most students in the Diploma Program study English A Language and Literature at either higher or standard level. If required in the future GPS Brookes Kochi, will also offer Hindi A Literature.

School Supported Self Taught Programme

Students are encouraged to maintain their cultural first language where possible. This is facilitated through the option of students being able to study Language A subjects as School Supported Self Taught (SSST) Programmes. Where the option of studying a language through SSST, students will self-study that language with support from the Language A department and where possible and appropriate within the general regulations of the IB Diploma Programme, with additional out of school support directly in that Language.

Admission to SSST is made in agreement with the School, Student and Parent. (For additional clarification please see the GPS Brookes Kochi Admissions Policy.)

IBDP Language A as an Additional Language

GPS Brookes Kochi recognises that many international students are "3rd Culture" and as such may be proficient in more than one language in Group 1 Language A. Students who fit this

² Guidelines for developing a school language policy, 2008. P.4

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profile may opt to study two Language A courses from within those offered for that particular examination session or from those that can be supported by SSST. These students would not be required to take an additional Language B and would be eligible for a Bilingual Diploma.

Additional Language Learning in the DP Language B (Group 2): Language Acquisition

“Learning in more than one language is considered essential to an international education and for enriching intercultural understanding”³

IB provides a variety of options for individuals to attain credit for their Language B requirement. Students at GPS Brookes Kochi may choose to take courses in French and Hindi. French is offered at the *ab initio* standard level, through Pamoja Education. French B is available to students with prior knowledge of the French language through studies within GPS or other Brookes programmes prior to entry to GPS Brookes Kochi. Students entering GPS Brookes Kochi with no previous experience of French or Hindi would be required to take French *ab initio*, to complete the full IB Diploma Programme.

All students in the full Diploma Programme are expected to complete second language (Language B or an additional Language A) study. Students taking the full Diploma Programme, must continue the study of a second language in one of the following ways:

DP Language B higher level or standard level (for language learners who have had three or more years of experience with the language): Students learn to communicate effectively in a number of situations, from everyday exchanges to literary texts. In this way they develop mastery of language skills.

DP Language *ab initio* (ab) standard level (for a beginner who has little or no experience of the language): Students gain a basic level of communication based on everyday exchanges and prescribed situations.

Students studying for Diploma Programme Courses are encouraged to either continue previous language study or study a language offered at *ab initio*.

Language and our community.

While the language of instruction at GPS Brookes Kochi is English, the community speak many different languages. As such GPS Brookes Kochi embraces this diversity. However, in the understanding of a holistic community, English is the language of all communication across the school.

Students and wider community are encouraged to be inclusive of all around them as appropriate. Use of other languages is therefore fully permissible as long as doing so does not exclude anyone from that communication.

³ Towards a continuum of international education, 2008, P. 25.

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Communication with parents

All programme wide communication with parents is conducted in English. Where required for ease of communication Malayalam and Hindi translation is available at school events.

Sharing our Language policy

The Language policy is shared with all stakeholders through our website. During the admissions and options process the Language Policy forms a central role in placement and subject choices within the Diploma Programme. As such the Language policy is shared with both students at parents during admissions and options.

In Conclusion

This language policy has been developed in consultation with faculty, administration, parents and board members representing all constituents of GPS Brookes Kochi School. It is a statement of purpose that outlines goals specific to language teaching and learning. As our programmes evolve, aspects of this policy will require revision. This is a dynamic document that will undergo periodic review to ensure that it remains a relevant school-wide language policy for GPS Brookes Kochi School.

Reviewing the Language Policy

GPS Brookes Kochi recognises that it is important to remain abreast with the best international learning practices. With this in mind, the Language policy will be reviewed on a yearly basis.

GPS Brookes Kochi Language Policy

Established: January 2019; Reviewed DP SMT - April 2019; Updated - May/June 2019;

Reviewed by faculty: July 2019, October 2019

Implementation: November 2019

Review yearly from August 2020

Review of the language policy is complete through collaborative input of Language faculty and whole faculty under the guidance of the Diploma Programme Coordinator.