



 **Cambridge Assessment
International Education**
Cambridge International School



Language Policy

Candor International School

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CANDOR INTERNATIONAL SCHOOL

VISION

Candor International School aspires to nurture young adults who will be catalysts for positive change both nationally and internationally; and who will ensure the protection of the environment, and the preservation of ethical and moral values in an age of constant social, political, economic, technological and environmental change. The vision will be articulated through the core values of:

- Love of Learning through lifelong enquiry
- Respect for diversity of people, faith, culture and ideas
- Concern for community at all levels
- Integrity of thought, speech and action
- Openness to adopting the best models
- Transparency of standards and practices

MISSION

Candor International School aims to nurture lifelong learners, who, through respect and intercultural understanding, technology, creativity, collaboration and an active engagement in community service, become citizens of the world to contribute, and make a difference, to their generation.

The International Baccalaureate 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 organisation works with schools, governments and international organisations 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.

Cambridge Assessment International Examination (CAIE) Mission

Our mission is to promote excellence in education. We do this by playing a leading role in developing and delivering educational assessment in over 160 countries around the world. We have a deep-seated belief in the value of education and we work with our stakeholders to ensure that all our assessments support high quality learning.

We are an integral part of education and training worldwide covering all aspects from teacher training, through vocational and general qualifications, to curriculum development.

We have a strong track record in advising governments and education bodies on education reform and engage regularly with policy makers on the education agenda, and how best to provide learners with the knowledge and skills that they need.

Overview of Language Philosophy

Language is a bridge that establishes the connection between our individual and cultural identities. It nurtures personal development and fosters intercultural understanding. It facilitates social communication which in turn contributes to our cognitive growth thus ensuring a successful exchange of meaning and knowledge. It fosters our collective consciousness and makes us cognisant of our place in the grand scheme of things. Language forms the core of learning and is a decisive parameter of the students' success in school.

Children are instinctively adept at acquiring multiple languages. Thus, special attention needs to be focussed on appreciating and nurturing the child's mother tongue alongside the language of instruction, vernaculars, with a knowledge of ancient and foreign languages. Multilingualism or additive bilingualism is successfully incorporated which suitably accommodates the mother tongue of the child and gives it equal importance as the rest.

Language acquisition is strengthened and refined when it is reinforced under a diverse set of circumstances, subjects and contexts. Thus, all teachers are essentially language teachers.

- The scope of learning is to acquire proficiency in comprehension skills and developing one's faculties of listening, speaking, reading and writing. The student must learn to apply these skills in an independent and creative manner tailoring them to suit various circumstances and requirements. (For further information, refer to Assessment Policy).
- The scope of language study is not merely confined to the ability to read, write or translate a given text.

- The school recognises that understanding the nuances of language (through, listening, reading and viewing) and communicating thoughts (through speaking, writing and presenting) are concurrent activities.
- The three aspects/strands of communication- oral, written and visual are intertwined and interconnected. They cannot be taught in isolation.

Purpose of the Language Policy

This Language Policy is a framework for the whole school ranging from IB PYP [Pre-K to 5], to IGCSE [6 to 10] and IBDP [11 to 12] to support multilingualism. The policy has been designed by the respective programme Coordinators and educators in a way that it is in conjunction with the guiding principles of both the IB and CAIE.

This document is based on our school's language profile and forms the basis of the school's linguistic goals. The policy aims to serve as a guiding document for language learning at Candor. This is also reflected in the school's curriculum which caters to the diverse language requirements of our students.

Our policy is a reflection of the school's commitment to the promotion of not only the mother tongue of a student but also any other language that they wish to learn. The entire school community is invested in the implementation of the policy to enhance language teaching and learning. The academic staff takes ownership of the role that all teachers are language teachers and are therefore responsible for facilitating communication and developing language/s.

Aims and objectives of Policy

Our goal is to encourage multilingualism, not only at a cognitive level, but also as part of cultural identity and emotional development. We acknowledge the value of the mother tongue of the students as an instrument for personal growth while, simultaneously, striving to incorporate it in an international context.

As an international school, Candor sees language learning as a means of raising intercultural awareness so that respect for people from different linguistic backgrounds is cultivated. We endeavor to integrate students' cultural and linguistic heritage throughout the curriculum. At the same time, language policy is dynamic and flexible in order to evolve with the changing needs of the school population. (For further information, refer to the Inclusion Policy)

Language is a way of communication; therefore, every faculty member is considered a language educator. All stakeholders of the school are expected to understand that productive as well as receptive skills, namely speaking, writing, reading and listening, are required for communication.

At Candor International School, English is the medium of instruction and communication in the school, as well as communication with all stakeholders of the school. We strive to support students who face challenges with English as a medium of instruction by providing integrated, well-implemented English as a Second Language (ESL) programme at all school levels.

Language Profile of the Students

- During admissions, information about the language background of the student (mother tongue and choice of languages at school) is collected and used to counsel students regarding the appropriate choice of language and its level.
- Throughout the academic year, the student’s progress in languages is monitored through systematic feedback and adequate support is provided for language development as required.

Program	Medium of Instruction	Languages offered	Language Policy Highlight
PYP (Grades 1 to 5)	English	English, French, Hindi and Kannada	Inquiry based language learning, transdisciplinary language learning, skill (reading, writing, speaking and listening) based language learning, aligned with Units of Inquiry.
Cambridge (Grades 6 to A level)	English	English, French, Spanish, Hindi and any other self taught language	Integrated language learning across subjects and subject groups, aligned with IGCSE themes, with assessments based on reading, writing, listening and speaking components.
IBDP (Grades DP1 and DP2)	English	English, French, Spanish, Hindi and any other self taught language	Aligned with IB learner profiles and themes with a focus on international mindedness and Theory of Knowledge, opportunities to learn languages at ab initio, SL and HL levels.

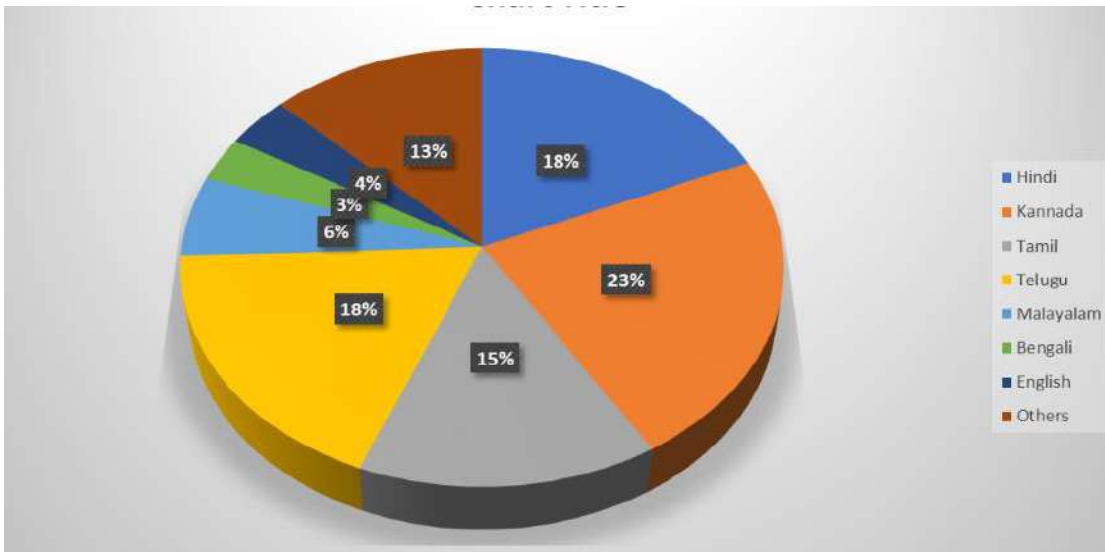
- Medium of Instruction – English (For all subjects)

Inside the classroom: English is used to facilitate the understanding of concepts, sharing understanding and for assessment purposes. However, the school also recognizes and encourages the use of mother tongue to facilitate comprehension and understanding in the classroom. Teachers too can avail the use of resources (both print and online) in their mother tongue to facilitate teaching and learning in the classroom.

Outside the classroom: Students are encouraged to communicate in the language comfortable to them (need-based). This helps us create an environment to foster effective communication.

Language demographics

- Total Number of students - 680
- Nationalities - Predominantly Indian. The school also has students from the USA, Spain, Germany, the Netherlands, Bangladesh and Nepal
- Mother Tongue - The following Diagram shows the distribution of students with respect to their mother tongue.



Categorized under the head Others, are the following languages - Baduga, Assamese, Beary, Gujarati, Kashmiri, Manipuri, Urdu, Tibetan, Konkani, Oriya, Nepali, Punjabi, Manipuri, Spanish, Dutch, and Tulu.

- ESL students [students who opt for English as a second language]-4

Guiding Principles for Language Choices.

- The mother tongue is given importance wherever possible, and working knowledge is encouraged.
- Hindi being one of the official languages of the country, and Kannada being the regional language of the state, are offered at school.
- English is one of the most popular languages in the world, is one of the official languages for assessment in both the IB and CAIE curriculum, and has therefore been chosen as the medium of instruction.
- French and Spanish are popular international languages and offer diversity and choice to the students.

Choosing Languages in the IB Diploma Programme

- The IB mandates that students pursuing the IB Diploma must study at least one language other than their home/personal language
- The school offers English Language and Literature as the option for Language A.
- The school usually offers French, Spanish and Hindi as alternatives for Language B. Language B is meant for students who already have some previous experience of the target language [preferably at least 18 months of study in that subject]. English B can be offered as an alternative as well in cases where there are students lacking sufficient proficiency to take English as a Language A option. Only students who have studied English as a second language in Grade 10 are eligible to take English B as an option.
- French and Spanish are offered as options for Language ab initio. Ab initio courses are beginner level courses and only students who have no or minimal knowledge of the language are eligible for it.
- Students may be allowed to pursue the Bilingual Diploma by choosing two subjects at Language A [Language and Literature] or by completing their course of study in Group 3 or Group 4 subjects in a language other than the one taken for Language A, in cases where they have the language proficiency to attempt the same.

Communication Protocols

Official Communication with External Stakeholders

Written communication with parents is in English (e.g. through emails, notices, circulars, announcements, diary, reports, etc.). In case a parent has difficulties with English, the school takes the help of teachers/administrators familiar with the parent's mother tongue to explain and/or translate the message. Taken together, teachers at Candor are proficient in a variety of languages (Hindi, Kannada, Telugu, Tamil, Malayalam, Bengali, etc.), thereby making the above feasible.

For communication with other external stakeholders, such as local Government authorities, vendors, university officials etc., English is used as the primary means of official written communication. For oral/informal communication, regional languages such as Kannada or Hindi may be used if it is of convenience to the other party. The members of the school's administration staff (who do the bulk of the communication with external stakeholders other than parents) are proficient in the above-mentioned languages.

Communication of the Policy to the Stakeholders

The Language Policy is available on the school's website for the perusal of all interested stakeholders. All new teachers are taken through the Language Policy by Programme Coordinators as part of their induction. In addition, the Language Policy is also discussed with all staff members at the beginning of each academic year for the purpose of clarity and reinforcement.

Communication among Teaching and Non-teaching Staff Members

- Expectations from staff: There is an expectation that all staff will value the diversity of languages and the importance of language to all learning.
- Communication with housekeeping and security staff: Administrative staff ensures that English language communication is understood by housekeeping and security staff, however, Hindi and Kannada are the next best option.
- Together, the staff members speak a variety of different languages; this allows staff members to translate and mediate to help out as and when their respective language skills are required.

Strategies to Promote and Support Language Learning and Development

Reading and Writing

- Left-handed students are encouraged to develop their skills with their left hand.
- Students with poor handwriting are helped to improve upon their legibility and correctness in writing but they are not penalized.
- Students who are below class level in English, Kannada, French, Spanish, Hindi are offered differentiated instruction from the teacher.
- An additional reading program (Oxford Reading Tree) is established to improve the skills of reading comprehension, vocabulary and knowledge.
- The school celebrates Literacy Fest, Language Day, Mother Tongue Day, Kannada Rajyotsava, assemblies showcasing language skills, debates.
- The school fosters intercultural understanding and multilingualism by incorporating international mindedness into the curriculum.

Resources

- A wide range of resources are available in the school library for support and reference. These include both textual and audio-visual resources of the language provided by the school. For this, students are encouraged to frequently visit the library and utilize all the resources available. To further enhance students' interest and enthusiasm in the language, the school library has a long-term membership with a public library.
- Students occasionally find it difficult to comprehend difficult words in a particular subject area, cite references or maybe look for additional resources. To assist students in these areas, the librarian along with the subject teacher ensure that the necessary resources are identified and provided to help clarify students' doubts.
- Parents also play a crucial role in all of this by motivating and encouraging their children to go beyond their textbooks. Hence, providing them with more innovative resources at home depending on their child's choice of language further enhances their proficiency.

Language skills are developed by:

- Learning activities in class
- Assemblies
- Intra-school and inter-school events
- Literacy Club
- Events such as Literary Fest, Second Language Day, debates, elocution, declamation, creative writing, events, publishing and drama

Review and Implementation of Policy

- This policy will be reviewed each year by a steering committee consisting of the pedagogical leadership team, HOD of English, HOD of Languages, 2 members of teaching staff who are not part of the English or Languages departments, 3 students (one from each section of the school) and 3 parents (one from each section of the school).
- The Language Policy at Candor International School is a document in progress. The school regularly reviews this policy to keep up with changes in the requirements of students and the effectiveness of the policy. The Language Policy is aligned with IB and IGCSE curriculum.

Last reviewed on 10 January 2023.

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