



Johnson Grammar School, Kokapet

Language Policy

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I Johnson Grammar School, Kokapet Guiding Principles

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.

JGS, Kokapet-Vision

To ensure all children from our school can adjust to this fast-changing global environment, along with the ability to lead in any field of their choice with the utmost integrity and courage.

JGS, Kokapet- Mission

To achieve and sustain exemplary standards in providing quality education for the comprehensive development of the students in a caring and challenging environment. Wherein, students as lifelong learners and inquirers, explore the world and develop intercultural understanding to respect and accept people with open-mindedness.

II. Johnson Grammar School, Kokapet Language Policy

Introduction:

In our Language Policy, we have endeavored to provide a language framework in PYP, reinforcing the language philosophy, which is to provide knowledge and learning experience that have global significance and give students the opportunity to explore the similarities and appreciate cultural differences beyond borders.

The Language Policy Steering Committee works on incorporating the requirements of IB pertaining to language acquisition and language development.

III. Language Learning at Johnson Grammar school, Kokapet:

Language learning is a part of all subject areas for gaining expertise in subject-specific terminology, specific demands of different types of questions, making connections from classroom experiences to the tasks / exams, and in written and oral expression.

Home Room Teachers (HRTs)/ Tutors and subject teachers provide the **students**

with opportunities to develop effective communication skills in their disciplines. The six skills of language learning: Reading, Listening, Writing, Speaking, Viewing and presenting is firmly entrenched in the PYP curriculum.

IV. All JGS teachers provide opportunities for students

It is accepted and understood that new learning and understanding is constructed upon previous experiences and conceptual understandings in a developmental continuum. The ongoing language development of our students is the shared responsibility of teachers, parents and students.

Language learning is enhanced when parents and members of the wider community are supportive of the learning process and are involved in it. The school promotes community awareness, involvement and support by promoting and utilizing positive community links, especially parents and teachers share the major responsibility for the education of the children.

V. Beliefs and aims:

At Johnson Grammar International, our language philosophy aims to:

- Enable students to learn and use language effectively, appropriately, accurately, and confidently.
- Extend active Mother Tongue support to all students to facilitate optimum learning.
- Develop students' aural, oral, reading, writing, viewing and presenting skills.
- Enable students to develop and use language skills in a variety of contexts and purposes.
- Promote the appreciation, understanding, and analysis of language and literature, from diverse cultural and ethnic backgrounds, varied perspectives of people belonging to different cultures.
- Understand the specific vocabulary and terms used in different subject areas.
- Encourage students to employ basic Interpersonal Communicative Skills (BICS) in and out of the classroom to aid in student-teacher and student-peer relationships, and effectively move towards developing Cognitive Academic Language Proficiency (CALP).

VI. Language Profiling Process:

Statistical analysis revealed that over 80% students come from families whose Mother Tongue and the preferred language of communication at home is Telugu or its dialects, or a combination of both.

In PYP, after admission of the student, parents are required to fill in the form for language profiling.

VII. Language Support Program in PYP:

Language teaching (by the year level teacher/subject teacher or support teacher) is recommended

- As a language inquiry to directly support the planned Program of Inquiry.
- As a connected experience within the transdisciplinary unit of inquiry.
- As a stand-alone teaching to directly support a specific need in a transdisciplinary unit of inquiry.
- As part of the agreed upon knowledge and skills to indirectly support the program of inquiry.

VIII. Mother Tongue development in PYP:

JGS ensures the mother tongue (established as Telugu) is appropriately developed and maintained. We have a well-structured curriculum and strong faculty members in PYP to aid the mother tongue development. The mother tongue coordinator monitors the mother tongue maintenance across the different programmes.

If a student of foreign origin expresses an interest in learning Hindi or Telugu, the school offers it as an option for Language acquisition.

IX. Languages offered in PYP:

As per NEP (National Education Policy) School is following three language policies in school. Apart from English, Telugu and Hindi are offered as second languages, parents would be given an option to select either Telugu or Hindi as second language.

Third language of Hindi/ Telugu introduced from EY3 onwards. In EY3 only oral introduction of a third language will be done. French language has been introduced as an Enrichment language from Grade1 onwards. The program offers French as foreign language, which is offered from PYP 1 TO Grade V.

X. Language Learning process at JGS takes place in three stages: Learning of language: students learn formation of letters, words and phonic sounds.

Learning for understanding the language: Students learn to read and write the text, understand different parts of language like prose, poetry, Grammar etc.

Learning to express ideas and feelings in language: Students learn to express his/ her feelings and ideas in different forms of language.

XI. PYP is aimed at promoting students' capacity to use language to: •

Fulfill their everyday needs

- Develop, maintain and express their own sense of identity
- Establish and maintain relationships with others
- Organize their thoughts and learn about the world
- Reflect upon their experiences, thoughts and feelings and share these with others
- Obtain information to direct and advice others
- Make decisions and solve problems involving themselves and others
- Participate in recreational and imaginative activities
- Appreciate and contribute towards their cultural heritages
- Interrelate the skills of listening, speaking, reading, writing, viewing and Presenting

Students in PYP are represented by a wide range of personal and social backgrounds. To cater to this range of students we believe the lifelong process of learning language is best developed through:

- Scaffolding and monitoring of learning experiences
- Recognition of individual learning styles and rates
- Provision of purposeful learning experiences
- Fostering of the learner profile attributes.
- Recognition and valuing of prior learning experiences.
- Valuing diversity of cultural, intellectual and physical aspects

Students making the transition from PYP to Middle School should be able to use the languages to express themselves effectively. In French, the learner is expected to be able to develop an elementary understanding and vocabulary for use. (Appendix - 1).

XII. Language Assessment:

All assessments in PYP are formulated as per the JGS Assessment Policy. Formative and Summative Assessments for all languages are planned periodically. Students are observed and assessed in the classrooms through oral presentations, written assessments, student led classes, peer assessments, group activities etc. All such activities are planned keeping specific learners' needs, learning outcomes, task specific clarifications and assessment criteria in mind.



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