
LANGUAGE POLICY 2019-20

The GDGGS mission is to fulfil their academic, cultural, sporting and social potential. Achieve the best possible academic results. Acquire habits of curiosity, reflection, mental flexibility, self-discipline, industry and independence. Maintain openness of mind, dignity of conduct and mutual respect in the face of racial, economic, cultural, religious and linguistic diversity. Develop a confident understanding of their role in an international society.

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.

Introduction: The GDGGS Language Policy is for the benefit of all GDGGS stakeholders. The document outlines the scope of our language instruction, including the following:

- English as the main language of instruction
- Languages other than English that are offered
- Support provided for students' first languages
- EAL support for students whose first language is not English

1. Statement of Philosophy

Language is the medium of communication, inquiry and learning; it is central to the intellectual, social and emotional development of children, playing an essential role in all learning areas. Whatever their area of teaching expertise, all GDGGS teachers are language teachers. 'Language learning' involves learning language, learning through language and learning about language. As the principal medium of communication, it pervades every aspect of our curriculum.

2 Language Values

Language is a system of signs that enables us to understand and to communicate with each other. Language has defined structures within which there is infinite creative potential. Learning a language involves learning four interrelated skills: listening, speaking, reading and writing. Learning each skill involves different interactive processes.

Language is not learnt in isolation but in the context of authentic communication. Language is essential to and helps to define cultural identity and perspectives. Learning a language is an integral part of forming identities at the same time as developing an understanding of others and of the world. It is central to personal, cognitive, and cultural development.

In keeping with extensive research into language acquisition, we at GDGGS believe that development and maintenance of first language competence, be this at home or in the school, is crucial in supporting the development of competence in another language, as well as in maintaining personal and cultural identity. Learning a second language enriches our understanding of the world, our ability to communicate with others and, ultimately, facilitates international understanding.

English is the primary language of instruction at GDGGS. As English is the medium of instruction, our goal is mastery in English in all of the contexts in which it is used and learnt. To this end, EAL support and/or Learning Support are provided as appropriate to our students. With the addition of EAL support when needed, the study of English is mandatory for all students until the end of Grade 5.

In addition to competence in English, GDGGS promotes the development of languages other than English. For those whose first language is not English, we encourage, support and, where possible, facilitate the maintenance and development of a student's first language. For elementary students whose first language is English, we encourage, enable, and require the learning of at least one other Modern Language.

3 Language Awareness among the GDGGS Faculty

The GDGGS Language Values provide the background needed for an awareness of language learning among the GDGGS faculty. To this end, GDGGS is committed to:

- supporting professional development for teachers through attendance at relevant workshops and conferences organized by the IB, other organizations, other schools, and within the school
- celebrating the diversity and richness of cultural and linguistic heritages through connections in classroom programs, units of inquiry or study, assemblies, publications, parent involvement and World Cultures Day
- promoting inquiry based authentic language learning with a focus on the trans-disciplinary nature of language

4 Language Provision at GDGGS

Our Language Values inform our policy in terms of the provision of languages at GDGGS, taking into account the language needs of our students within budgetary and staffing constraints, and in accordance with the IB Standards and Practices. The following table illustrates the languages currently on offer at GDGGS.

Grade level	English	Enrichment Programme (After School Language programme)	EAL	Hindi
Nursery	Lang Arts			Hindi
K	Lang Arts			Hindi

1	Lang Arts		EAL	Hindi
2	Lang Arts		EAL	Hindi
3	Lang Arts	French/ Spanish/ Japanese	EAL	Hindi
4	Lang Arts	French/ Spanish/ Japanese	EAL	Hindi
5	Lang Arts	French/ Spanish/ Japanese	EAL	Hindi

5 Language Policy Guidelines

Following from our philosophy, our values, and our awareness of the centrality of language in the curriculum, the following guidelines reflect our policy and will be used in order to review the policy.

The school will:

- Provide opportunities for learners to acquire another language
- Promote inquiry based authentic language learning that focuses on all modes of language (listening, speaking, reading, writing and media literacy)
- Examine the interrelated and trans - disciplinary nature of language learning
- Provide opportunities for all learners to develop cultural understandings of their own culture, their host culture and other cultures through authentic settings within and outside of the classroom
- Provide support for students enrolled in EAL to acquire proficiency in English language development in accordance with the school's curriculum frameworks for academic progress at GDGGS
- Support the development of resources in order to provide for a range of learners and proficiency levels.
- Appropriately places all new students according to their proficiency in English and inform their parents of the nature and extent of English language support offered by the school.
- Provide information to parents and students that states the Language Policy and practices of the school
- Support pedagogical practices by teachers that support the language-learning needs of all GDGGS students
- Support teachers, administration, media specialists and support staff through professional development in their acquisition of skills to meet the language needs of all students
- Comply with any regulations set out in Indian law concerning the provision of languages
- Undertake a periodic review of the provision of languages at GDGGS.

6 Language Program Currently Under Review

Based on the IBPYP Self Study findings, we have begun the following practices:

- Sharing important information in multiple languages in the elementary school as a way to

include and appreciate different home languages.

- Providing a space for Japanese, Spanish and French language development as after school ,Enrichment Programme.
- Building up home language books and resources
- EAL teachers sharing the importance of home language practice for overall language acquisition at parent coffees
- Publishing a compilation of GDGGS TABLOID experiences from our community. Publication this year will also include home language selections.
- Collecting data on preferred languages and languages spoken at home through admissions and updating of family details on the school database to gain a clearer language profile of constituents and its implications for programming.

We have set up a review process for the language policy every three years.

Appendix 1: ENGLISH as an Additional Language

GD GOENKA GLOBAL SCHOOL has programming for English for Speakers of Other Languages (EAL). EAL Support at GDGGS begins in Grade 1 and is designed to support students through Grade 5.

At GDGGS, we believe that students learn language best in an authentic setting. The program is, therefore, based on the concept of the inclusion, which encourages EAL students to remain in mainstream classes with their peers to the maximum degree possible. To ensure that EAL students can satisfy the academic requirements and participate to the fullest extent possible in school life, GDGGS has established minimum levels of English proficiency for students entering grades 5 and above.

EAL

Nursery and KG: Nursery and KG needs are met through homeroom tutors.

Grades 1-5 in the Elementary School: The EAL program in the Elementary School is provided to students in Grades 1 through 5. In the Elementary School the EAL program is delivered through a pull-out and push-in model. Once a student enters the EAL program in the Elementary School, further testing for placement can be necessary. This is done in order to determine the individual student's specific needs. In most cases, students will not be assessed immediately. Classroom teachers and EAL specialists do observations to determine the EAL placement. At the end of each academic year, all current EAL students are assessed in order to best determine program placements for the following year. Data is collected for all students who are flagged as possible EAL students during the spring of their Kindergarten year.

The interviews will be conducted by the EAL Specialist for the respective grade level and saved in the PYP Resource Room.

Service Providers Include:

- School Psychologist(PreK-G5)
- Occupational Therapy (PreK-G5)

- School Counselors (PreK-G5)
- English as Additional Language Specialists (G1-G5)

** To best support individuals, GDGGS also collaborates with outside services agencies like Moms Belief and partners with parents in sourcing outside services.*

Academic Support:

GDGGS provides a system of support for students with mild learning and/or behavioral needs, using a multi-tiered approach. Students targeted for this programing are those who, through multiple data points, have shown consistent challenges in working towards or meeting grade level expectations in one or more performance areas.

All GDGGS faculty and staff (i.e. general classroom teachers, specialists, English as an Additional Language teacher, teaching assistants) are collectively responsible for the growth and development of each child; the service provision includes stakeholder/parent collaboration and support.