



**OAKRIDGE
INTERNATIONAL SCHOOL
VISA KHAPATNAM**
A NORD ANGLIA EDUCATION SCHOOL

**OAKRIDGE INTERNATIONAL SCHOOL
VISA KHAPATNAM**

**LANGUAGE POLICY
AY2023-24**

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IB MISSION

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.

OAKRIDGE VISION

To shape a generation of creative and resilient global citizens - a generation that will change our world for the better.

OAKRIDGE MISSION

To be the most forward thinking, technology-enabled educators in the world, using our global reach and world class teachers to create a learning experience like no other.

THE IB LEARNER PROFILE

Inquirers We develop their natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning, and this love of learning will be sustained throughout their lives.

Knowledgeable We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.

Principled We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.

Open-minded We understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers We approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending their beliefs.

Balanced We understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

Reflective We consider our own learning and experience. We are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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SCHOOL LANGUAGE PHILOSOPHY

The mission of OISV is to develop the full potential of each student within the school community. Language is central to all learning and to the development of identity and is also vitally important to good understanding and communication within and across cultures. We therefore believe that.

- All students need strong language skills to develop their personal, cognitive, social, and cultural identity.
- To stay connected with their own cultural identity and heritage, all students have the right and responsibility to develop their mother tongue.
- Learning more than one language helps students to become understanding citizens of the world and better multilingual communicators.
- Language development is the responsibility of all teachers, parents and students.
- Through this policy, the school envisages to offer language pathways for students in their pursuit of developing their language skills.

LANGUAGE OF INSTRUCTION (LOI)

The Language of Instruction (LOI) in Oakridge International School – Visakhapatnam is English. All subjects are taught in English except for Language teaching which is limited to Telugu (Mother Tongue), Hindi (Mother Tongue and National Language), French (Foreign Language). All students learn English as stipulated in the respective curriculum. The school system also delivers the option of a third language in grade 4 to 8. French is offered as an optional foreign language from grade 1 to grade 10 and the IB Diploma. In IB Diploma the students would choose from Hindi B, French Ab and French B in Language Acquisition.

ESSENTIAL AGREEMENTS FOR THE TEACHING OF LANGUAGE

All students are:

- Provided opportunities to involve in reading, writing, listening and speaking as both classroom activities and out of classroom activities.
- Literary skills are explored in various context and backgrounds to get a deeper understanding of use of language.
- Often encouraged to work on strategies to analyse, construct and comprehend various types of text from various media.
- Encouraged to involve in Peer assessment for self-correction and learning from each other.
- Expected to acquire information literacy skills by use of technology and other resources.
- Expected to use language in the right social context.
- Encouraged to see language as a tool for thinking, inquiring, and learning.
- Encouraged to maintain and value their mother tongue and to value those of other students.
- Given the opportunity to become proficient in more than one language.
- Exposed to a broad range of literature reflecting a variety of cultures and perspectives.
- Encouraged to develop a love of language and literature.
- Provided constructive and specific feedback from teachers and peers.
- Encouraged to reflect on their use of language as a tool for learning.

OISV LANGUAGE BELIEF SYSTEM

- Language is the key to understanding and interacting with the world.
- the LOI is more than merely a tool of instruction, being important for reflection, metacognition and social interaction.
- Our LOI provides our students opportunity to interact globally and become successful global citizens.
- Learners learn both the content of their subjects and the language itself through the medium of language, both written and oral.
- Language learning is not limited to classroom; there are specific terminology used in the playground, the corridors, the activity room etc. Use of LOI in all these areas are mandatory to improve Language skills and appropriate vocabulary.
- Students for whom the LOI is not their best language may require and should be provided with additional support. In some cases, the Special Instruction Unit helps these students to improve their skills before integrating them into the regular language class.

MOTHER TONGUE: HINDI / TELUGU

Approximately 94% of the students at OISV are native Hindi or Telugu speakers; therefore the school is committed to enabling students to achieve proficiency in these languages. Throughout their schooling, students receive high quality instruction that aims to promote fluency in their mother-tongue.

MOTHER TONGUE MAINTENANCE AND DEVELOPMENT: NON-HINDI / TELUGU SPEAKERS

We believe that competence and confidence in the mother tongue are crucial for academic success, for the maintenance of cultural identity and for emotional stability. In addition, we believe that mother tongue competence aids learning of the LOI and additional languages. We are committed to supporting families as far as possible in developing and maintaining the mother tongue of students throughout the school.

ADDITIONAL ENGLISH SUPPORT (AES)

For all students to gain equal access to the curriculum, to have the opportunity to participate in all aspects of school life as well, OISV will provide English language support throughout the school for students whose level of English is not proficient. The admissions process seeks to determine whether learners are sufficiently proficient in English so that they can successfully complete the programme.

Across all three segments Cambridge Primary, Cambridge Secondary, CBSE grade 6 to 12 and IB Diploma, we are committed to offering a differentiated system of inclusive support to our AES students. Appropriate scaffolding across all areas of the curriculum is required for these learners to succeed in achieving their potential. Classes from Grade 6 to 10 (both CBSE and Cambridge International) are organised using cluster groups to minimise the range of levels among students and there is a firm focus on differentiation to ensure all students can adequately access the curriculum. Data team analysis also identifies those students who require additional English support and weekly classes are held for those students. Further weekly opportunities are also provided for those students who are well above the level of the grade in which they are in and extension tasks and content are provided for them to ensure they are stretched. Results from the CAT4/GL tests are analysed once per student at selected transition grade levels to determine whether a student should remain in the group for each semester or whether new students should be invited to participate.

All students are encouraged to take responsibility for developing strategies that will extend their language learning. Reading extensively outside the classroom and developing a richer vocabulary in English is strongly encouraged and the school has a weekly reading programme to encourage reading of all languages. As students progress into higher year levels, this becomes even more important as they will be expected to read a range of increasingly sophisticated texts in different content areas.

English Language Learners (ELL) students at the school are encouraged to write the Cambridge English testing and to acquire proficiency in the language in order for them to integrate into the various class levels. The School expects the following

CEFR levels in English Language competency for students to enrol in the various classes.

OISV Grade level	CEFR Scale (Entry Level)	CEFR Scale (Completion)
Grade 4-5	A1	A2
Grade 6-8	A2	B1
Grade 9 – 10	B1	B2-C1
Grade 11 – 12	B2 - C1	C2

EXPECTATIONS FROM SUBJECT TEACHERS

Keeping the tenet of “*Every Teacher is a Language Teacher*”, all Subject teachers are required to:

- Reinforce basic skills through the use of Curriculum Standards for Core learning progressions for effective listening, speaking, reading and writing in English.
- Provide necessary accommodations, particularly in terms of differentiated assessment, to allow each student to succeed at his/her level.
- Provide necessary modifications of the skills, content and/or assessment of coursework to make them more accessible to all students.
- Assist students in becoming competent to integrate themselves socially within the school community through use of language.

ADDITIONAL LANGUAGES/ MODERN FOREIGN LANGUAGES

We believe that learning one or more additional language/s enhances intercultural understanding, communication, and respect. From the Cambridge Primary onwards, students in Oakridge International School – Visakhapatnam are

required to learn at least one language in addition to the LOI. In the Diploma Programme, students are required to study their best language as First Language, and choose a second language at B or ab initio level. In exceptional cases where a student is transferred in Senior classes from a different curriculum or country where a second language is not taught, the student would be considered to drop the additional language.

LANGUAGE IN DIPLOMA PROGRAMME

All Diploma teachers recognize that language – which includes Spoken, Written and Visual language - is central to learning.

Study of the Language of Instruction (LOI)

We recognize that most of our students do not have the language of instruction as their first language, but we require that English be studied in every grade level. In Oakridge International School, most students will study English Language A: Language and Literature, Hindi, French in Group 2 as Language B: Language Acquisition, and for those who wish to study a new foreign language, French: the ab initio course in Group 2 is offered. Language teachers will determine the appropriate level of proficiency based upon formative and summative assessments during the Spring of Grade 10.

English for Academic Purposes

We also recognize that a major task for *all* teachers at this level is the teaching of English for academic purposes.

Language for communication and learning

To facilitate learning for all students, but especially second language learners, teachers are encouraged to use the following methods:

- allowing students to use instructional resources in their preferred language where possible, to better grasp concepts.
- using visual materials (graphic organizers) alongside oral instruction to deepen understanding.

- reinforcing oral instructions with written instructions, on the Student Web or as hard copy.
- emphasizing academic vocabulary specific to the subject.
- actively using visible thinking strategies.
- teaching the written conventions of the subject, e.g. Science Lab reports.
- providing student-centred activities which allow students to explore ideas and concepts through dialog in a non-threatening environment.
- structuring tasks and scaffolding lessons and assignments so as to maximize every student's opportunity for success.
- allowing students to give an oral response at times rather than a written; how far this can be allowed depends on the subject specific marking criteria.
- encouraging analysis of the language in which textbooks are written in order to identify language being used as a tool of power or discrimination.
- using language for reflection, either by journaling or in direct email contact with the teacher.
- recognizing students needing additional English support and making the appropriate referral.

THE STUDY OF LANGUAGE AS A THEME OF KNOWLEDGE

Theory of Knowledge lessons (in addition to Group 1 and Group 2 Language lessons) provide a forum for the discussion of language itself and the knowledge issues originating therein, especially -

- knowledge about language and the nature of language
- the different functions of language
- Ethical implications of language and the responsibilities of its use
- the different languages of academic disciplines. Language is explored both in Language classes as well as by subject teachers in their respective subject classes.

DIPLOMA PROGRAMME ADDITIONAL ENGLISH SUPPORT PRACTICES

Additional English support in the Diploma Programme can be provided on two levels, depending on the individual needs of the student. This reflects the fact that it is difficult for a student with very little English to succeed in this intensive two-

year programme since the LOI is English. While we endeavour to say 'yes' to all students, the school does not accept students into the full Diploma Programme for whom the challenge will be too great. For those students who are less proficient in English, it may be possible to follow a modified programme, perhaps completing some DP courses that are related to their career choices.

TESTING AND PLACEMENT OF ADDITIONAL ENGLISH SUPPORT (AES) STUDENTS

For students joining the Diploma Programme from Grade 10, performance in Group1 as well as Group2 courses are regularly monitored through common formative classroom assessments to ensure that courses have appropriate rigor to develop student language skills. In-depth analysis of these scores helps in determining appropriate intervention like additional assistance or providing challenging content. For students who apply to the Diploma Programme after Grade 10, a course entry evaluation is administered in Mathematics (HL or SL or Studies), Languages Hindi or French to determine the course level (ab initio or B Level) placement. This entrance evaluation is not the same as the aptitude assessment done for admission into IBDP.

LANGUAGE B: (LANGUAGE ACQUISITION)

The aim of studying a language in Group 2 as Language B: Language Acquisition is to give students the opportunity to gain competence in an additional language (or languages) with the long-term goal of multilingualism. The key focus is on the exploration of the culture through the language studied. OISV believes that these Group 2 subjects contribute to the holistic development of the student, improving personal skills and fostering an attitude of openness, respect and understanding in a complex and multicultural world. Admission in the Language B is based on the fact that students have been previously exposed to the language they are opting for, while the language Ab Initio is reserved for those who are, for the first time, studying this language. However, there can be an exception to admit a student in the Ab Initio language if a particular student shows a proven deficiency in understanding the language B, although s/he has already studied the same.

IB DIPLOMA PROGRAMME PRACTICES

At OISV two Group 2 Language Acquisition subjects are offered:

- Ab initio (Beginner level – Standard Level only)
- Languages B at Standard and Higher Level

All Group 2 Language Acquisition subjects are designed to provide students with the necessary skills and intercultural competence that will enable them to communicate successfully in an environment where the language studied is spoken. Language ab initio is intended for students with no prior learning/experience of the language. The range of purposes and situations for and in which the language is used in the B courses extends well beyond those provided for in ab initio. All courses follow the syllabus as specified by the IB and are assessed according to the IB criteria.

The languages offered as taught classes are:

- Hindi B (SL, HL)
- French B (SL)
- French ab initio (SL)

ONLINE TUTORED LANGUAGES

Students at OISV may also wish to pursue such languages as Mandarin Ab initio or Spanish ab initio through online courses offered by IBO through Pamoja Education. Students need to be active and highly motivated to make a success of such a course of study and we would recommend, where at all possible, they choose one of the language courses offered by the school as learning in a group is often more effective.

SCHOOL-SUPPORTED, SELF-TAUGHT FIRST LANGUAGE: LITERATURE

It is a requirement of the IB Diploma Programme that every student study a First Language (Study in Language & Literature). This would generally be their first or best language (their 'mother tongue'). It is possible, within the IB provision, and

here at OISV for students to follow their best language at First Language (Study in Language & Literature). It is not possible for the school to provide all languages available in the list of courses offered, the school would definitely make efforts to support Self-Taught Language Courses. The student/parent will have to arrange for a language expert from outside the school to support the student with implementation of the course with the help of a Support teacher appointed by the school. The Support teacher would be another First Language Teacher who is an experienced teacher with knowledge of assessment procedures.

In the timetabled lessons, the Support Teacher will:

- provide the necessary book lists (Prescribed List of Authors, Prescribed Works in Translation, curriculum material, rubrics & course guide)
- assist the students in designing a syllabus
- set up a schedule of study for the two years
- offer advice on useful study techniques
- provide tuition, in English, in literary analysis, oral commentary and essay writing
- help students to choose a title for the Written Assignment and discuss the ideas
- manage the oral exam.

Students need to be active and highly motivated to make a success of such a course of study. In most cases, it is advisable to find a tutor outside school. A meeting (Parent Orientation Programme POP) for students and parents is held at the start of each year, to ensure that everyone is aware of the requirements of the course.

MOTHER TONGUE BELIEFS

As a school, we promote international mindedness as part of school culture and we believe that language plays a major role in fostering International Mindedness. We encourage access to different cultures, perspectives and languages. Knowing one's own roots and appreciation of own culture and tradition through learning of mother tongue is an essential part of developing one's own identity.

At OISV we believe that:

- the acquisition of more than one language enriches personal growth and helps facilitate international understanding.
- by continuing to have opportunities to engage in their mother tongue, learners are able to build on the language skills they have already established in their home language.
- the best way for students whose first language is not English to learn English is while maintaining their mother tongue.

As a school we subscribe to a model of Biliteracy, in which:

- students acquire a second language without it having a negative effect on MT development, students' self-esteem and personal identity do not suffer.
- students may become highly proficient in both languages.
- bilingual students tend to experience a higher rate of academic success than monolingual students.
- capable students achieve a bi-lingual diploma.

We believe that Mother Tongue Support:

- aims to achieve biliteracy.
- facilitates the learning of the LOI and additional languages.
- increases intercultural awareness and understanding, for both the student and his/her peers.
- enables students to remain in touch with their culture.
- ensures that students are better able to re-adjust to their home community and/or education system, should they return.

We recommend that the aim of all mother-tongue instruction should be to achieve balanced bi-literacy which, summarised, covers the following:

- conversational fluency
- well-developed listening skills
- reading comprehension & critical literacy

- writing skills & academic language

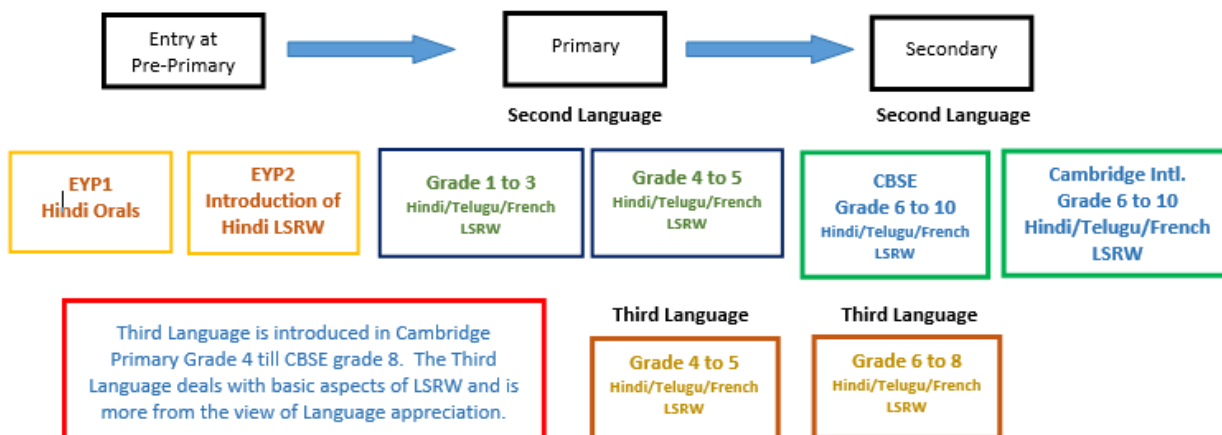
MOTHER TONGUE PRACTICES

The school will actively help and support any parent who is seeking mother tongue instruction for their child. The school will seek to ensure that the Library resources represent the languages and cultures of the whole school community. The school will provide a room for mother tongue instruction to individuals or groups of students. Apart from curricular language subjects, all mother tongue instruction will take place outside the normal school day.

The school's IB Coordinator is responsible for:

- maintaining a list of teachers of languages other than English
- collecting and collating information on the mother tongue schools and classes which are available in Visakhapatnam.
- bringing together individuals wishing to study a particular language to form a language study group.
- working with the Librarian to improve resources in the languages of the school community.
- working with the Principal to secure web-based learning programmes for students whose language is not taught through the school's subject areas.
- Facilitate learning of language for students through online courses of IBO through Pamoja Education.

LANGUAGE PROGRESSION THROUGH THE SCHOOL



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