

# The Galaxy School

## Language Policy



## Contents

<b>1</b>	<b>TGES Vision Statement</b>	<b>3</b>
<b>2</b>	<b>TGES Mission Statement</b>	<b>3</b>
<b>3</b>	<b>TGES Belief</b>	<b>3</b>
<b>4</b>	<b>Language Philosophy</b>	<b>5</b>
<b>5</b>	<b>Aims of Language Policy</b>	<b>5</b>
<b>6</b>	<b>School Language Profile</b>	<b>6</b>
	6.0.1 Grade 8 onwards . . . . .	6
<b>7</b>	<b>Mother Tongue and the IB Diploma Programme</b>	<b>7</b>
<b>8</b>	<b>The Role of Language A</b>	<b>8</b>
	8.1 Language A and the Diploma Program . . . . .	8
<b>9</b>	<b>Language B and the Diploma Programme</b>	<b>8</b>
<b>10</b>	<b>Academic Literacy in the Diploma Program</b>	<b>9</b>
<b>11</b>	<b>Communication of the Language Policy to the School Community</b>	<b>9</b>
<b>12</b>	<b>Language Policy Steering Committee</b>	<b>9</b>
<b>13</b>	<b>Bibliography</b>	<b>10</b>

## 1 TGES Vision Statement

- To be at the forefront of education.
- To develop and implement state-of-the-art practices and processes.
- To provide a secular, caring and disciplined environment for all learners.
- To be ethical and transparent in all its activities.
- To challenge students and staff members to reach their highest potential.
- To share its vision and expertise freely with others.

## 2 TGES Mission Statement

- To provide a stimulating and nurturing learning environment that maximizes individual potential and ensures that students of all ability levels are well equipped to meet the challenges of life.
- To integrate 21st Century skills and practices into every lesson in the classroom.
- To realize the unique talent in our children and create a motivating and supportive learning environment that will help them realize their personal best.
- To take into account all areas of formation - intellectual, academic, social and physical.
- To be a constantly evolving and learning community which fosters open, candid communication and exchange of ideas and skills, where each individual's contribution is not only necessary but vital, if excellence is to be achieved.
- To provide a holistic education to our students, one that will prepare them to be dynamic, independent thinkers ready to take on the challenges of a global society.
- To create benchmarks in the field of education.

## 3 TGES Belief

- TGES believes that all students and staff have talent and it is the responsibility of the institution to develop it. The role of TGES is to find ways for its stakeholders to succeed rather than find ways for them to fail.
- TGES believes in mutual trust; there is no place for fear, boss management, boss teaching, bullying, sarcasm or coercion.

- TGES believes in the excellence of every child, every staff member and not just a few. It believes in the collaborative efforts of all students, staff and in producing desired outcomes. The message is to cooperate with others, compete with self.
- TGES believes in creating an atmosphere in which students and staff give nothing but their best, without any exception, and have this expectation of each other all the times.
- TGES believes in continuously changing for the better; in meaningful and holistic ways.

## Introduction

The Galaxy Education System (TGES) offers a wide range of examinations offered by various educational boards, from state-level, national-level, and international educational curricula to its stakeholders to pursue their dreams and choose a path for success, and all the schools offer these programs in the English Language. A majority of students come from second-generation learning families and educated families; though English is not spoken at home, it is understood by most stakeholders and by All students. All of these students revealed that almost 99% of them come from families where the language spoken at home is Gujarati, and only 1% of our students have other native languages as their mother tongue, yet it bears mention that their mother tongue and subsequent conversations at their homes are generously peppered with English terminologies. However, English is a commonly accepted language in this region/country. It is also used as a means of communication in most homes for second-generation learners and is not really considered a foreign language by students, teachers, parents or other stakeholders. English is also the school's internal working language, in which all operational and development activities take place. It is also the language of its governance, management and academic committees at TGS and within TGES. It is essential to mention here that the school makes it a point to post most of its circulars and communication in both languages: English and Gujarati. The school has all its policies, including the admission policy in English, to ease the communication between the stakeholders.

However, English is the medium of instruction at school and also the language that is most sought after as a medium of instruction in this region and local community for educational purposes. The school maintains diversity and respects the significance and importance of other languages; it also offers the following languages at various grade levels to all its students.

1. Gujarati
2. Hindi
3. French
4. Spanish

Thus, while trying to develop our school's Language Policy, we have tried to address the issue of teaching and learning of language in our school across various programs that TGES offers.

The purpose of this policy is to provide a framework that will ensure the International Baccalaureate Organisation's (IBO) values [1] and aims in relation to access and multilingualism [2]. The International Baccalaureate Diploma Programme (IBDP) aims to provide knowledge and learning experience that has global significance and that gives students the opportunity to explore the similarities shared by people of all cultures.

TGS has a language policy steering committee comprising language teachers, subject teachers, a librarian, a Diploma Programme Coordinator and the Head of School, with the purpose of collating the views of the school community, types of mother tongue, demand for foreign languages and to incorporate the requirements of IBDP rules with a plan to meet for updating the policy as and when the need arises.

## 4 Language Philosophy

One of the most significant tools of learning is language, as cognition and subsequent expression use the medium of language. Language remains an important marker of individual cultural identity and individual identity too. Thus an inclusive language policy is what is ideal. TGS has such an inclusive policy in place.

The scope of language, where every subject teacher is a language teacher as the scope of their subject is grasped in the language of instruction [ English for TGS ], and thus facilitated by the respective subject teachers is in practice. Moreover, the difference between learning through a language and about it is quite emphatic, and hence, TGS looks to employ a multi-lingual environment where students are supported in the scaffolding of their concepts in bilingual environments, mostly Gujarati and English. This is employed only in individual scaffolding sessions with the teachers available while classroom environs are strictly English. All the subject teachers explain the rubrics for assessment [?] in English and emphasise the domain-specific vocabulary for their individual subjects.

Though suggested by the various information, students have strong Gujarati personalities, and that particularly becomes stronger amongst friends; this connection is encouraged adequately as the mother-tongue proficiency makes for easier learning.

## 5 Aims of Language Policy

- The language of instruction is English, and all communication is in English.
- TGS intends to create a multi-lingual environment, while all instructions and official communication is in English. The school environs must remain multi-lingual as the native language, as well as the mother tongue, is the cultural identity of students. Stripping away these languages hampers their overall expression.

- All concepts and discipline-specific idioms remain in English, while doubt-solving or queries outside the class environs may be handled in a multi-lingual medium. Students must feel their own linguistic and cultural identity strengthened in such an environment. Students should feel comfortable expressing their views and responses in at least two languages other than English.
- TGS aims to create an environment where students are comfortable expressing their ideas and cultural identity that includes their community, language and individual idiom.
- Enable students to have clear, crisp and concise communication that supports them not only to hold their opinion but persuade others too.
- Enable students to recognize and execute specific communicative aspects of the language as per the need of the occasion.

## 6 School Language Profile

### 6.0.1 Grade 8 onwards

**Reading:** Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence. To be able to independently comment on themes and central ideas in addition to comment on the crafting of the text with specific and correct reference to its various aspects. To be able to recognize text types whether it is literary, informational, or subject-specific.

**Writing:** To be able to write arguments, information or narratives with form specific idiom. To be able to organize and present relevant data to form a cohesive argument in a style specific to the task, audience and purpose.

**Speaking and Listening:** Will be able to participate effectively in a range of conversations and collaborations with diverse partners, expressing their own ideas clearly and persuasively. Will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience. To make strategic use of digital media and visual displays of data to express information, enhance understanding of presentations, and demonstrate command of formal English when indicated or appropriate.

Under the existing national curriculum, TGS offers:

- English
- Hindi
- Gujarati

- French (Immersion Program)
- Spanish

At the Secondary Level, TGS offers the following subjects:

- English
- Hindi
- Gujarati
- French (Immersion Program and Intensive Program)<sup>1</sup>
- Spanish (Intensive Program)

At the IBDP level, TGS offers the following subjects:

- English Literature at HL and SL Levels
- Hindi at HL and SL levels
- French at ab initio and SL level
- Spanish ab initio

Students are encouraged to opt for languages at the HL/ SL level, depending on their ability.

Students converse in the vernacular or their national language, which is generously peppered with English. All of them have had English as their First Language Level since their pre-primary days. All teaching and administrative staff converse in English. Conversations with the support staff are in Gujarati at all times, while Parents' communication is 90% of the time in English, though Gujarati is frequently employed when required.

## 7 Mother Tongue and the IB Diploma Programme

Access to the curriculum is only available in English to the IB diploma candidates. Official communication from parents, too, is conducted only in English, yet Gujarati and Hindi are often employed to not only aid understanding but also to foster comfort and build rapport.

---

<sup>1</sup>These programs are offered at our feeder school campus and provide other subjects in the immersion and intensive program language.

The school understands that the mother tongue has a very significant role in the acquisition of English as it accelerates the acquisition rate, increases students' self-esteem, supports achievement in all areas, aids intercultural understanding and eventually international-mindedness.

All students confidently employ Gujarati or Hindi in the Service component. Students regularly teach Math and English components to underprivileged students in Gujarati during their Community Service sessions. As a part of their service, all these activities are off-campus, and thus, both these languages get optimum exposure.

## 8 The Role of Language A

English is the primary language of instruction and, therefore, enjoys the role of language A.

At the pre-primary, primary and secondary level, Language A is the language of instruction and official communication. Then again, scaffolding is done in a bi-lingual environment if needed in individual scenarios.

Intensive activities are undertaken to aid and reinforce Listening, Speaking, Viewing, Presenting, Reading and Writing.

Assessment patterns are internal as well as external. Till the pre-primary level, summative assessments after each unit and in primary and secondary level Unit Tests, as well as Term End Assessments, are slotted.

### 8.1 Language A and the Diploma Program

English Literature is offered as language A to all the students. All the students have studied till Grade 10 English as their first language. All the students, therefore, choose to study their language A as English.

## 9 Language B and the Diploma Programme

The ability to communicate in multiple languages is essential to the IB, which promotes multilingualism and intercultural understanding. Students are placed in the appropriate class based on a student's previous knowledge and at the discretion of the language teachers in consultation with IBDPC. Hindi is offered at SL/HL, while Spanish and French are offered to students at SL and ab initio/SL, respectively. Unit assemblies, Annual recitations, and advertisement competitions are organised every year to encourage student interaction and improve fluency among students. These languages help develop cultural and social exposure of students regarding customs, traditions and trends of respective countries. Hindi Week is celebrated every



year with enthusiasm where various contests like Slogans and Essay Writing are organised to accelerate student learning and involvement for this language.

## 10 Academic Literacy in the Diploma Program

The IB student has a series of extensive written assignments where correct grammatical usage and linguistic prowess are not the only criteria. It demands a high level of academic literacy. Academic literacy is a discipline-specific idiom rendered to a specific academic need. TGS aims to:

- embed students with the knowledge of what is academic writing and what are its specific needs
- make the discipline-specific/research idiom clear to students
- guide students to employ this idiom to their assignment-specific need
- annotate, organize and mould various ideas to a cohesive whole
- clearly and crisply communicate their specific research ideas
- reference and annotate various resources in a structured format.

## 11 Communication of the Language Policy to the School Community

The language policy is discussed and given out in print during Orientations. The same is posted on the TGS website and Managebac. Students, parents, and faculty members are encouraged to make evaluations and suggestions.

## 12 Language Policy Steering Committee

- |     |                        |                                       |
|-----|------------------------|---------------------------------------|
| (1) | Dr Parul Modha         | :- Faculty- English                   |
| (2) | Mr Umesh Radhakrishnan | :- Faculty - English                  |
| (3) | Dr Amit Pundhir        | :- Faculty - Hindi                    |
| (4) | Ms Reena Dutia         | :- Faculty - Gujarati                 |
| (5) | Ms Amena Makda         | :- Faculty - French                   |
| (6) | Dr Chirag Jhala        | :- HoS & IBDP Coordinator             |
| (7) | Ms Varsha Rana         | :- Principal, Primary & Middle school |
| (8) | Mr Kiran Bhalodia      | :- Director & Trustee                 |

## 13 Bibliography

### References

- [1] *Guidelines for developing a school language policy*, [https://resources.ibo.org/ib/topic/Language-and-learning/resource/11162-occ-file-g\\_0\\_iboxx\\_amo\\_0804\\_2\\_c/data/g\\_0\\_iboxx\\_amo\\_0804\\_2\\_e.pdf](https://resources.ibo.org/ib/topic/Language-and-learning/resource/11162-occ-file-g_0_iboxx_amo_0804_2_c/data/g_0_iboxx_amo_0804_2_e.pdf).
- [2] *Language and learning in IB programmes*, [https://resources.ibo.org/ib/topic/Language-and-learning/resource/11162-occ-file-g\\_0\\_iboxx\\_amo\\_1109\\_1\\_e/data/g\\_0\\_learn\\_amo\\_1109\\_2\\_e.pdf](https://resources.ibo.org/ib/topic/Language-and-learning/resource/11162-occ-file-g_0_iboxx_amo_1109_1_e/data/g_0_learn_amo_1109_2_e.pdf).