

# **Trio World Academy**

## **Language Policy**

**Revised in August, 2022**

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### **1. Vision and Mission of Trio World Academy**

#### **Vision Statement**

"To create and nurture individuals who have the knowledge, empathy, leadership & fortitude to stand up to the challenges that the world poses in the future."

We want to create impeccable individuals who are not just knowledgeable and proactive leaders but also intuitive, and empathetic to the needs of others. We believe that the world poses new problems to be solved every day, and calls for professionals who can offer superior services to society. Our students must be capable enough to add value to the community and the world. Physical fitness, mental resilience, emotional balance and intellectual refinement are our goals for

the global citizens who graduate from our school.

### **Mission Statement**

"To provide an extraordinary environment for learning, bonding and all-round development that helps create and mold world-class future leaders."

Our core values of Leadership, Excellent Academics, Discipline, and Service (LEADS) are embedded at the heart of our activities. Our aim is to create global citizens and instill these values in them. As a multicultural school, we encourage mutual respect, and awaken sensitivity towards the cultural needs and sensibilities of other human beings. Our partnership with parents and the community is the mainstay of our mission. We maintain academic rigor to improve the intellectual engagement of students and motivate them to deeply understand and appreciate subject areas. Students are taught to make discipline a lifelong practice that would propel them to greater heights.

## **2. Language Philosophy**

Students learn language, learn through language, and learn about language in an environment where they explore concepts, solve problems, organize information, share discoveries, formulate hypothesis, and explain ideas.

All teachers are communicators and encourage language learning in their classes and the school campus by connecting themselves to the world by expressing, communicating, learning, sharing, and reflecting.

The learner profile, together with the five essential elements of the programme; knowledge, concepts, skills, attitudes and action, informs planning, teaching and assessing language at TRIO World Academy.

### **3. Trio World Academy Steering Committee**

The Steering Committee comprises of –

Mr. Vinod Singh, Head of School

Mr. Moinudin Sha, IB Coordinator

Mr. Robert Champion, Secondary School Principal

Mr. Charles Lorou, Secondary School French teacher.

Ms. Esther Napoleon, Secondary School teacher

Ms. Nisha Jethwani, Secondary School French teacher and Head of Languages.

Ms. Matilde Vera, Secondary School Spanish teacher.

Mr. Piyush Ranjan, Secondary School Spanish teacher.

Ms. Rasheeda Banu, Secondary School Hindi teacher.

Mr. Richard Old, Secondary School English Language and Literature teacher and Head of English.

Ms. Deepika Mehra, Secondary School English Language and Literature teacher.

Ms. Beena Christine, Secondary School ESL and English B.

Ms. Niriksha Ponnamm, PYP Home Room teacher.

Ms. Gaurangi Shivastava, PYP Hindi teacher.

Ms. Anuradha Kasturi, PYP Home Room teacher.

Ms. Manjusha Singh PYP Hindi teacher.

Ms. Sonia Lobo, PYP Kannada.

Ms. Sangita Vittal, PYP and Middle School French teacher.

Mr. V. Anthony Lazar Babu, PYP and Middle School Spanish teacher.

Mr. David B., PYP and Middle School Music teacher.

Ms. Runa Banerjee, PYP Home Room teacher.

Ms. Ann Tressa Joseph, PYP Drama teacher.

Ms. Rajasree Parthasarathy, Middle school English teacher.

Ms. Vandana Dayanand, Middle School English teacher.

Ms. Anila Vimal, Librarian.

Ms. Nicole Menezes, IB Student.

Ms. Nanda Menon, IB Student.

Ms. Anupati Shilpa, Parent

Ms. Somyajyoti Banerjee, Parent

Ms. Radha Swaminathan, Parent

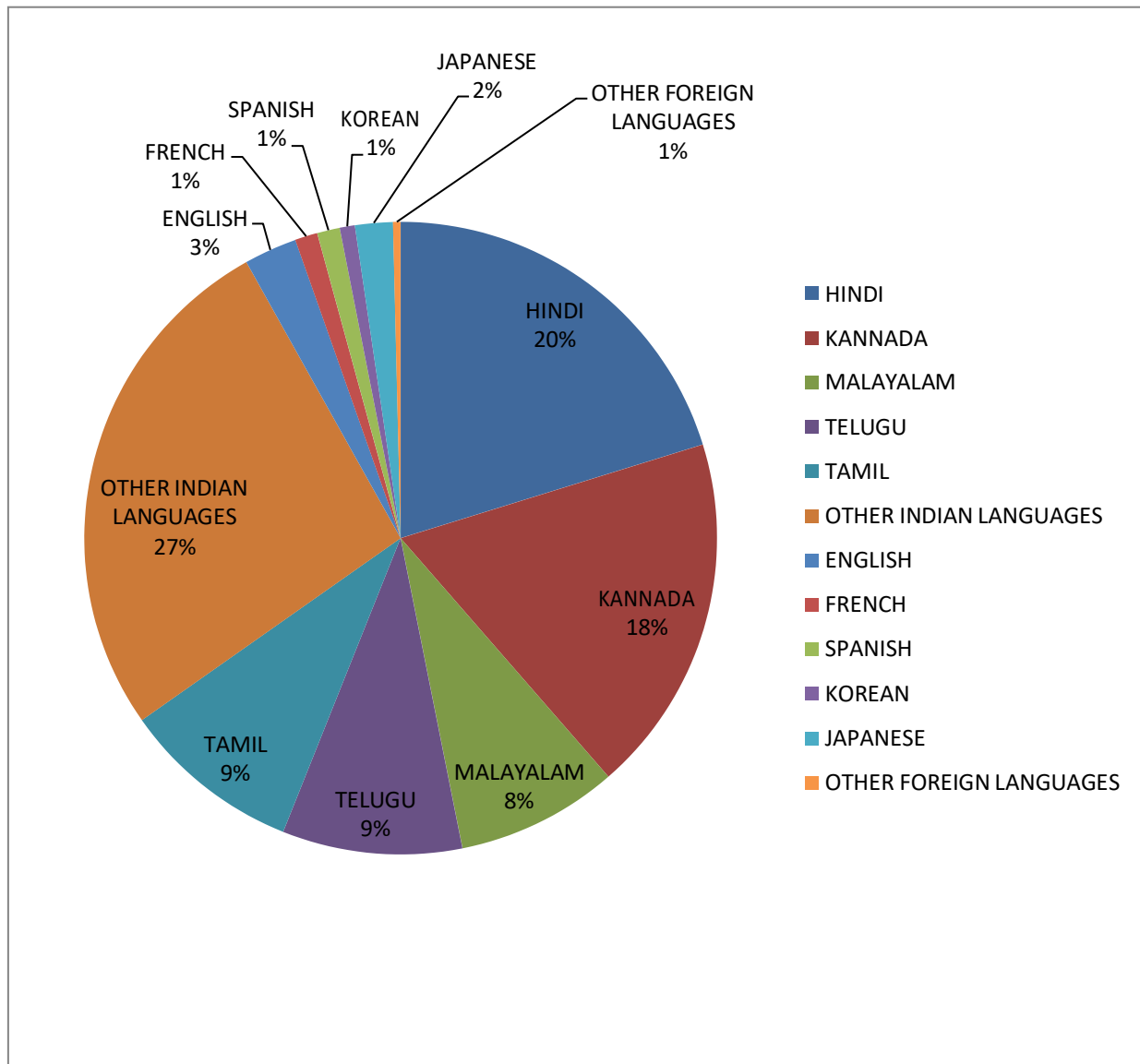
## **Review**

The policy will be reviewed annually by the steering committee and any findings and/or amendments will be shared with the rest of the school staff.

## **4. Trio World Academy Language Profile**

Trio World Academy comprises of students from various states across the country and from different countries around the world. The diversity in language, culture and home language is wide and therefore it is essential for us to establish our identity, communicate effectively and provide a platform for the children to be knowledgeable.

The following chart depicts the regional as well as foreign languages ...



(Note: the *other Indian Languages* in the above figure represent Urdu, Marathi, Konkani, Bengali, Tulu, Gujarati, Odia, Assamese, Marwari etc. and other Foreign languages in the above figure represent Thai, Nepali, Persian, Bahasa Indonesia, Finnish etc.)

### Languages Used:

Instructional language: English

Communication and transaction language with parents: English

Printed and Electronic Communication language: English

Communication and transaction language with visitors: English

Communication and transaction language with support staff/housekeeping: Hindi, Kannada

Communication and transaction language with administrative staff: English

### Language Pathways Chart

SECTIONS		First Language/Group 1	MFL/Group 2 (IBDP)
Primary Years Programme (PYP)		English, English as an Additional Language	Hindi OR Spanish OR French OR Kannada.
MIDDLE SCHOOL (MS)		English, English as a Second Language	Hindi OR Spanish OR French
HIGH SCHOOL (HS)	IGCSE	English, English as a Second Language	Hindi OR Spanish OR French
	IBDP	English A: Language and Literature, English B	Hindi HL and SL
			French HL and SL
			French Ab Initio SL
			Spanish HL and SL
			Spanish Ab Initio SL

### 5. Home Language Support

Students are encouraged/permitted to use their home language in classes and outside in appropriate circumstances. They are also encouraged to use their home language in special assemblies and other school events and competitions. Students are generally placed in classes where there are other students speaking the same language. We encourage the parents to read, write and talk to the children in their home language as the school encourages teachers and parents to support language learning. In the Diploma programme, the school can offer Language A in the child's own language as a school supported self-taught language if English is not his/her home language or his/her most comfortable language. A child will be eligible for Bilingual diploma if he/she writes a Group 3 or Group 4 subject in a language other than his/her Group 1 language OR selects two group 1 languages.

Presently, French and Hindi are offered as additional support for Grades 9 and 10. Additional

support in other languages can be offered if the need arises.

Students are expected to learn at least one language in addition to their home/personal languages.

### **In-class Support**

In every classroom, from Nursery to Grade 12, the language of instruction is in English, except in MFL (and Language B in the International Baccalaureate Programme - IBDP) classes. Teachers encourage new learners of the language by differentiating the instructions, Trans-language strategies for non-native speakers, using technology, print media, peer buddies to facilitate as well as sharing and demonstrating understanding of a given concept/task.

### **In-school Support**

In the school, children communicate in a language which is convenient and comfortable for them. This encourages the use of the home language and fosters an environment conducive to learning.

## **6. English as a Second Language (ESL) Support**

ESL is provided to children who are not first language speakers of the English language and is available up to and including grade 12.

In PYP, ESL is not currently offered, but should the need arise, it will be offered at no additional cost. It would be one lesson a week, of 40 minutes duration.

In Middle school, the students who are not first language speakers of English, and who have minimal knowledge and comprehension, opt for ESL support classes which run parallel to the English classes (6 class per week – 40 minutes). There is no extra cost.

In the International General Certificate of Secondary Education (IGCSE) classes, the students who are not first language speakers of English opt for ESL instead of the main English classes. The ESL classes run parallel to the main English classes. There are usually 5 periods per week of 40 minutes duration. There is

no additional cost.

In IBDP, students who are not first language speakers of English can opt for the English B course.

## **7. English as an Additional Language (EAL) Support**

In PYP, EAL is provided at an additional cost for students who have minimal knowledge, comprehension and use of the English language. The number of lessons depends on the individual requirements of each student. Currently, there is one lesson per week of 40 minutes duration.

In Middle School, EAL is not currently offered, but should the need arise, it will be offered at an additional cost. The number of lessons depends on the individual requirements of each student. Each EAL period is 40 minutes.

In IGCSE, EAL is not currently offered, but should the need arise, it will be offered at an additional cost. The number of lessons depends on the individual requirements of each student. Each EAL period is 40 minutes.

In IBDP, EAL is not currently offered, but should the need arise, it will be offered at an additional cost. The number of lessons depends on the individual requirements of each student. Each EAL period is 40 minutes.

## **8. Modern Foreign Languages (MFL) Support**

MFL is introduced in Nursery and is offered from Grade 1 and above as a core subject.

Nursery to EY 2; MFL is offered in cycles; 3 months of lessons for Spanish, 3 months of lessons for French and 3 months of lessons for Hindi.

MFL (Spanish, French, Hindi and Kannada) in PYP is twice a week as a scheduled lesson of 40 minutes duration as well as Kannada as an ECA.

We offer:



Hindi (a national language of India) is scheduled once a week (40 minutes duration) in Nursery to Early Years 2, twice a week (2x 40 minutes duration) in PYP and three times a week (3x 40 minutes duration) in MS.

French (a foreign language) is scheduled once a week (40 minutes duration) in Nursery to Early Years 2, twice a week (2x 40 minutes duration) in PYP and three times a week (40 minutes duration x3) in MS.

Spanish (a foreign language) is scheduled once a week (40 minutes duration) in Nursery to Early Years 2, twice a week (2x 40 minutes duration) in PYP and three times a week (3x 40 minutes duration) in MS.

Kananda (an Indian regional language) MFL in PYP, twice a week (2x 40 minutes duration) as a scheduled lesson and as an ECA. In MS it is offered as an ECA.

Kannada (the school's regional language) which is offered as an ECA, based on the requirement of the school.

Kannada may be offered in the Academic Year, 2022-2023, in Middle School.

It can thus be seen that the students start to study Spanish/Hindi/French from Grade 1 up to IGCSE as a MFL.

In IGCSE, students choose Hindi, Spanish or French as a MFL and are given five lessons per week of 40 minutes duration.

In the IB Diploma programme, the students are offered French B SL/HL/Ab Initio, Spanish B SL/HL/Ab Initio, Hindi SL/HL and other self-taught subjects in Group 2. Ab-Initio is offered to students with no prior experience in the chosen language. Students are given six lessons per week of 40 minutes duration.

## **9. Promotion of Language**

Trio World Academy celebrates the learning and use of English, modern foreign languages and the home language by celebrating a language and literacy week, International Mother language Day, UN World Book and Copyright Day, and language assemblies, where the children have an opportunity to learn, express, share, inquire, think and reflect about the various languages offered and learned. The school also sees culturally diverse literature as a powerful means to develop international mindedness and attributes of the learner profile in all learners. The library collection reflects this belief in its collection of picture books, folk tales, bilingual books etc.

The school library has a number of books, newspapers and magazines in Hindi and Kannada, one of the host country's official languages. The above textual types are also to be found in 19 language books. In addition, there are author visits and story tellers in many different languages. PYP, Middle and High School has separate sections for home language books.

Throughout the year, students are exposed to numerous celebrations linked to the diverse cultures within our community to promote international mindedness and an appreciation of the host country's culture.

## **10. Implementation Practices**

### **Language Admissions, Placement and Tracking**

1. We screen applicants through multidimensional assessment procedures.
2. Our assessment procedures include English language-proficiency, tracking, appraisal of past records and current academic levels, student's language or language readiness skills and observation of emotional and social development.
3. We place students in appropriate instructional settings based on the data of our assessment procedures as well as parental approval (e.g. ESL support).
4. We place students strictly according to age-appropriate (IB or IG) criteria.
5. We conduct ongoing assessments of students' academic and language accomplishments and needs.
6. We collect representative samples of students' work to document linguistic and academic

proficiency in language.

7. We communicate clearly with parents regarding students' accomplishments and needs as they progress through the years.

### **Language Promotion and Graduation**

1. We recognize that the beneficial outcomes of language immersion programmes are cumulative and individual.
2. We assess each student's progression in reading, writing and oral language.
3. We assess each student's academic progression using multiple forms of data collection (e.g. tests, student work, projects, portfolios, collaborative tasks).

4. We assess ESL students' readiness to exit the support programme according to specific criteria by using a variety of assessment procedures.
5. We keep parents informed of their children's academic progress and English-language proficiency on an ongoing basis.
6. We may recommend students do the certificate course in IBDP if they do not show sufficient linguistic or academic progress.

## **11. Responsibilities**

### **Role of EAL/ESL Specialists**

EAL/ESL Specialists have knowledge of language and second language development, culture, grade-level subject matter, instructional resources and assessment tools.

The following goals set out the range of activities that the EAL/ESL specialists undertake:

1. Use English as the primary language of communication.
2. Work with administrators and faculty to enhance the language programme with a language across the curriculum perspective.
3. Nurture the articulation of thematically-integrated, language program curricula.
4. Promote effective language teaching and assessment practices.
5. Communicate with parents regarding language issues and the school's language programme.
6. Represent the school's language programme to other schools and educational organizations however responsibilities for language-immersion and language development do not rest exclusively with the EAL/ESL specialists but rather are shared with faculty and parents.

### **Role of the Faculty**

Every teacher is therefore both a content teacher and a language teacher.

The faculty is expected to:

1. Use English as the primary language of instruction (except for Modern Languages) and social interaction in and out of the classroom, however students studying French, Spanish or Hindi can use the relevant language that they are studying outside of the classroom.
2. Acquire a professional knowledge base in second language acquisition processes, students' developmental language behaviours, and acquire familiarity with students' language learning cognitive styles.
3. Integrate language instruction with content instruction.
4. Make high-level academic content instructionally comprehensible and support students for whom English is not the home language.
5. Create classroom environments that enable students to listen to, read, speak, and write through interactive activities.
6. Support and encourage language self-assessment.
7. Give ongoing feedback to students on their linguistic and cognitive development by using a variety of balanced assessment strategies.
8. Hold high linguistic and academic expectations for all students.
9. Build a strong home-school partnership using various means of communication.
10. Emulate dispositions for life in an international world (i.e. tolerance for ambiguity, empathy, flexibility, respect for others' languages and cultures).
11. Work collaboratively to develop culturally inclusive as well as age and developmentally appropriate curriculum and teaching strategies.
12. Integrate appropriate technology that enhances language development.
13. Select resources that are linguistically accessible and culturally inclusive.

### **Role of Parents**

A number of parental actions will facilitate linguistic and academic success for students. Families are encouraged to:

1. Have a positive attitude toward both English and home language.
2. Promote the advantages of learning other languages.
3. Maintain home language literacy skills in the home or after school.
4. Encourage and support their children's additional language acquisition.

5. Communicate with other parents to exchange ideas and reduce isolation.
6. Support the expectation that students use English as the language of learning and social interaction on campus.
7. Supply multilingual materials at home.
8. Be knowledgeable about language-immersion in order to support the school's efforts.
9. Be prepared to make the long-term commitments that success requires.
10. Have realistic expectations of their children and TRIO.

### **Role of Students**

English is the primary language of instruction (except for Modern Languages) and social interaction at TRIO, which means that students learn and communicate in English. English is recognized as the common language on campus, and therefore students are expected to use English both in and out of the classroom, however students studying French, Spanish or Hindi can use the relevant language that they are studying outside of the classroom.

### **1 Specific Goals, Attributes and Course of the Programme**

#### **PYP**

PYP has developed a vertical and horizontal scope and sequence document for teaching English as a language. Conceptual understandings and learning outcomes for each language strand have been documented for each grade in PYP. English as a core subject is 5 lessons of 40 minutes each, scheduled through the week.

From Grade 1 and above, students choose a foreign language (Hindi, Kannada, French, and Spanish) and have two lessons of 40 minutes each on different days of the week as well as Kannada as an ECA. Kannada is offered as an ECA, based on the requirement of the school. It is a MFL in PYP.

Therefore, 20% of the child's timetable is spent in learning a language as a core subject and as an

additional subject.

For Nursery and EY 1 and 2, MFL is offered as a lesson once during the week of 40 minutes duration where children can choose between Hindi and French. Nursery to EY 2, MFL is offered in cycles; 3 months of lessons for Spanish, 3 months of lessons for French and 3 months of lessons for Hindi.

MFL (Spanish, French, Hindi and Kannada) in PYP is twice a week as a scheduled lesson as well as Kannada as an ECA.

### **Reading Programme**

From Nursery to Grade 5, children select books from a wide range available at the library and read it over the week at home and in school to develop in the children a love for reading and the language and to instill in them a passion to read for pleasure and the skills and technique to read for information. There is a guided reading programme for Nursery to Grade 2 (one lesson of 40 minutes duration). Grades 3 to Grade 5 have Novel studies (one lesson of 40 minutes duration). In middle school too it is novel studies.

### **Spelling Programme**

The spelling program is from EY 2 to Grade 5 and runs parallel to the literacy programme, the UOI, and the reading programme. It encourages children to spell correctly and extend their vocabulary by learning new words.

### **Phonics Programme**

The phonics program is from Nursery to Grade 1 and the children learn linguistic sounds and their uses through various mediums such as song, action and activities.

### **Middle School**

English is a compulsory language and runs parallel with ESL and has 6 periods of 40 minutes duration per week. ESL is primarily for students who are not first language speakers of the English

language, and who have minimal knowledge and comprehension of English. Students also get an option to choose from French, Spanish and Hindi as a modern foreign language (MFL) which together run parallel. Additionally, Trio also offers Kannada (based on need) as an ECA for students who would like to continue learning their home language.

ESL is provided to children who are not first language speakers of the English language and is available up to and including grade 12.

## **IGCSE**



Students study two languages in a course of two years; English Language and Literature (or ESL) as a compulsory language and an option to choose between French, Spanish and Hindi as a modern foreign language (MFL) which together run parallel. 5 periods of 40 minutes duration per week is allocated for each.

## **DP**

Presently, English Language and Literature is offered in Group 1 and English B, French B and ab Initio, Spanish B and Ab Initio and Hindi B are offered in Group 2. There are six periods of 40 minutes duration allocated to each in Group 1 whilst Group 2 have five periods of 40 minutes duration for SL students and six periods of 40 minutes duration for HL students. Levels are decided on the basis of diagnosis as well as the course of study in the previous class and is on the discretion of the language teachers.

## **2 Links to other Policies**

### **Admission Policy**

The following is an extract from school's admission policy:

“We will consider students from International families who are not proficient in English but ESL services may be required which would incur an additional fee.”

“Direct admission in Grade 10 is usually not entertained, however if there is a child who is moving from the same curriculum with an acceptable level of English and decent grades, then they can be considered for an admission in these grades.”

“Students with particularly weak English skills will be asked to take an intensive language course before joining the school. Such courses and any additional support required will have to be funded by families as an additional cost; Students will be also assessed by our English as a Second Language teachers (ESL) in accordance with the Language Policy.”

### **Assessment Policy**

Teachers will assess language skills - reading, speaking, writing, listening – regularly. Assessments will provide information on language growth and areas to work on.

### **Learning Diversity and Inclusive Education Policy**

A student must not be regarded as needing Learning Support simply because the language spoken at home is different from the instructional language of the academy. Language learning support will be provided for such students.

## **13. References**

IBO, Guidelines for Developing a School Language Policy, IBO, 2008, English

IBO, Learning in a Language other than Mother Tongues in IB Programmes, IBO, 2008, English

IBO, Language Scope and Sequence (PYP), IBO, 2009, English

IBO, Making the PYP Happen, Language in the Primary Years, IBO, 2009, English

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