



VISION STATEMENT

GGS aims to nurture resilient, holistic, empathetic & lifelong learners in a multi-cultural environment, for a sustainable future.

MISSION STATEMENT

GGS graduates will be responsible global citizens empowered to contribute to society in various capacities by providing them the freedom to be, to act, to impress and to dream. GGS incorporates an inquiry-based curriculum and extensive co-curricular experiences, acknowledging the role of community voice and student agency.

LANGUAGE POLICY

Objective:

Language is central to human existence as it is the medium of exchanging meaning and knowledge. It is through language that all learning takes place; hence it is the main tool of cognitive development of a student. Genesis Global School recognizes that Language is the driving force that connects all the disciplines and endeavors to promote language learning among its learners to facilitate their academic, social and emotional growth.

Policy Statement:

The language of instruction at GENESIS is English, which is not the mother tongue of its students. Proficiency in the English language help these learners to explore and gain knowledge from the vast resources available internationally. The school provides all resources including materials and coaching to help learners be proficient in the English language. In addition, the school provides learners the same support in a second language of their choice. We at GENESIS firmly believe in the importance of supporting India's national language and the holistic development of learners and to provide an environment conducive to multicultural learning. Language is a medium that helps one to form his or her own identity, explore one's environment, solve problems and express with clarity. Every teacher has the responsibility of being a language teacher to achieve this goal.

Our policy aims at students to achieve proficiency in English, the language of instruction, as well as the other languages they pursue. Language acquisition helps the students to become proficient in listening, speaking, reading, writing, comprehending the content, besides formulating and expressing their thoughts.

Policy

The purpose of this document is to present the language policy and procedures related to a successful involvement of students to use the linguistic skills as an important tool to be future ready as global citizens.

DOCUMENTED PLAN: The practices followed at Genesis Global School are documented with the purpose of empowering every student to be articulate and independent in thought and action guided by strong Linguistic skills.

We believe students learn best if they are provided with opportunities to:

- engage in learning within meaningful contexts;
- link it with their previous experiences, needs and interests;
- reflect through self-assessment.

These opportunities can be created for the learners by teachers when they:

- plan learning experiences that enable learners to develop language within meaningful and enjoyable context;
- integrate language with other subject areas;
- use a wide range of strategies for teaching, learning and assessing;
- provide language learning opportunities that support learners' inquiries and the sharing of their learning;
- encourage learning a language, learning about that language and learning through that language.

The school considers the following to be an integral part of their language policy:

- Assessment Policy;
- Host-Language Programme;
- Mother-tongue Support Programme/multilingualism and language portrait of the learner

CURRENT PRACTICES RELATED TO ENGLISH LANGUAGE LEARNING & TEACHING

The school promotes a plethora of activities which are woven into the curriculum of English Language and Literature to ensure that students take pride in communicating in English and constantly enhance their vocabulary and fluency. All students are expected to converse in English and are constantly reminded to do so. Since all subjects except the second languages are taught through the medium of English, the students are constantly and inadvertently learning the nuances of the language.

The school provides support for the development of English through the following activities:

- Special educators teaching English to students who are taking English as a foreign language for the first time;

- Variety of student driven publications where students are encouraged to contribute their compositions as poems/articles/ reports etc. Leading from the front are the students of the editorial boards of these various school publications;
- The special class assemblies wherein each class gets the opportunity to do presentations on stage in the form of short skits, plays, group discussions, street plays etc;
- Co-curricular clubs and societies such as Debating, Creative Writing and Drama that cater to the enhancement of language skills through a range of interesting competitive and non - competitive activities;
- Celebrating Literary Week every year during which theatrical presentations and other assignments such as Poster Designing, Wall Magazines and Book Reading are integrated into the curriculum.

Language Support:

The School makes provision for Learning Support Department (LSD), English as a second language (ESL) and Elementary Hindi language (EHL) for students. Elementary Hindi is offered from Grade 2 to 8, mostly to nonresident Indians and foreign students.

These are supported through the following activities and strategies:

- Prior knowledge assessment;
- Planning for different abilities;
- Accumulating resources needed for each ability group;
- Implementing teaching strategies;
- Summative assessment of groups;
- Remedial instruction;
- Regular monitoring in the form of monthly formative assessments in oral and written expression;
- Regular communication and collaboration with parents leading to improved performance;
- Mapping the performance of students by maintaining a tracking sheet and passing records on to different levels.

Developing Languages in School

Developing the Oral, ATL, Visual and Written aspect of language is an integral part of all curriculum, namely PYP, MYP, IGCSE, IBDP and CBSE. It accentuates creative skills, critical thinking and analytical skills.

Integration of Communication and Analytical Skills:

The focus is not only on encouraging students to communicate in English fluently, but on instilling a practice where the students' thinking process starts flowing in the same language. This further ensures that the students use their language competence while analyzing and evaluating any given topic in other subject areas.

The **following strategies** are adopted to ensure that every student is provided with an opportunity to explore his/her maximum potential:

- Using visible thinking routines;
- Extempore;
- Debate;

- Theatre;
- Writing argumentative, persuasive articles/essays, imaginative stories etc;
- Editing the school magazine;
- Making movies on relevant topics and themes;
- Street Play;
- Public Speaking;
- Celebrating various occasions & festivals;
- Role Play;
- Radio Shows;
- Participation in Intra-School and Inter-School debates, symposia, turn-coat competitions;
- Research Work.

Language Resources

Right from the genesis of the school our goal has been to increase language resources every year. We have built and continue to add onto an extensive library of levelled books that support the curriculum planners. Our library also has an array of fiction and nonfiction books. In addition, we use a variety of online resources to support student learning and research.

Language and the Program of Inquiry (PYP & MYP)

Language is integrated throughout the Program of Inquiry. Higher level thinking, key concept questions, and extended research all lend themselves to having a strong vocabulary and language presence within the planners. Oral, visual, and written languages are all present within planner activities.

Language in PYP

- Language scope and sequence is formed under the following areas:
 - Oral - Listening and Speaking;
 - Visual - Viewing and Presenting;
 - Written - Reading and Writing;
- Language Scope and Sequence is planned horizontally and vertically and has aspects of teaching, learning, reflecting and assessing in both ways i.e. formative and summative.

Second and Third Language options in Middle School (MYP & CBSE)

- Genesis provides all students an opportunity to access the curriculum through English, the official language of instruction in the school. However, the students also learn one or more languages offered at either first or foreign language level. The languages offered are Hindi, French, German, Spanish and Sanskrit.
- The Indian students from English speaking background are required to study 2 languages, one of which must be English:
- Students at the time of admission are informed about the language choices;

- All students' language needs are determined through initial (diagnostic) and ongoing (Formative and End of unit) assessments throughout the year. Teachers differentiate for the range of students' needs in different ways.

MYP

- For the students who are not native speakers or who belong to the intermediate proficiency level, English is offered in the form of ESL. In this category the students follow the MYP requirement of ESL curriculum. The students are trained to join the mainstream English as soon as they develop the requisite skills.
- Students are diagnosed with communication skills in English using the MYP criteria for Phase 1 to 5. Students who clear Phase 5 diagnostic assessment are moved to English as Language 1 i.e. such students take English as the main subject (Language and Literature) whereas, other students are suggested to take ESL lessons. These students attend ESL classes and their linguistic skills are developed gradually and time to time assessments are conducted for them. These assessments are based on MYP subject specific criteria (Phase 1 to 5).
- The assessments for these students are based on subject-specific criteria of MYP language acquisition. Students are assessed based on criteria mentioned under Phase 1 to 5. During the year, whenever the students of ESL demonstrate their linguistic ability worth clearing Phase 5 of language acquisition, they are shifted to Language and Literature class.
- Teachers for ESL classes need to consider Global context while framing 'Statement of Inquiry' and so for an End of Unit Assessments, EoUA (SA) if the units are covered from Phase 2 onwards

Students joining MYP Year-1 in the beginning of the academic year can opt for any one of these foreign languages, whereas late admission cases, with no foreign language background are given only Spanish as foreign language. This decision is based on difficulty level of these foreign languages after due discussion with the foreign language teachers and Head of Language acquisition, GGS.

All the students of Indian origin take up Hindi as a compulsory 2nd language (Language acquisition). The students of other nationalities are offered ESL, as the Language Profile of the school has a number of students from South East Asia where English proficiency is at a very initial level.

The students of Indian origin but born or brought up in foreign countries are offered Hindi at an elementary proficiency level.

Indian students with no prior formal education background in host language of the country i.e. Hindi, are sent for Hindi elementary classes. Their assessments are conducted separately using assessment criteria under phase 1.

As and when a student qualifies for Language and Literature in English or main Hindi classes (Language acquisition), parents and respective subject teachers are informed.

All the students are supposed to take one Compulsory 3rd Language (Language acquisition). The subject options are French, German and Spanish. The 3rd language is taken up at two levels of proficiency – ab initio and elementary level.

Teachers teaching elementary Hindi or Spanish classes will cover Phase 1 and 2 for teaching-learning and assessment. The requirement of Global context would not be required for Phase 1, however, from Phase 2 onward, implementation of Global context would be considered essential.

Students attending ESL and intermediate language classes will take their assessments based on respective MYP subject-specific criteria from Phase 1 to 4 based on their proficiency level.

Any decision made by the school regarding the placement of students in a specific language class would be reported to the parents at the time of admission and after the diagnostic assessments results are declared

Middle School, CBSE - All the students are supposed to take 3 compulsory languages (English, Hindi and Spanish/German/French) with certain exceptions for the Non-resident Indians and foreign students.

Language in Grades 9,10 (IGCSE & CBSE)

- All the students are supposed to take two compulsory languages, out of which English is mandatory
- The medium of instruction of all other subjects is English
- **IGCSE**
 - ❖ The students take up 'English as a First Language' with certain exceptions for the non-proficient students who take up ESL
 - ❖ The students take up one of the four Languages offered as a Second Language but at the First Language Proficiency Level- Hindi, French, German and Spanish
- **CBSE** – The students choose between Hindi and Sanskrit as their 2nd Language option

Language in the IB Diploma Programme

- At the Diploma level, English is offered as a Group 1- A1 subject under which English Language and Literature is offered at HL or SL level.
- In Group 2 along with Hindi B at the standard or higher level, French, German and Spanish are available at standard or ab initio levels. All languages can be offered in the following 5 levels in decreasing levels of proficiency A1 (HL), A1 (SL), B (HL), B (SL) and Ab Initio (SL). The objective of this versatility is to target a student's current proficiency and take it higher on structured language pathways. It is not the intention of the IB or the school to use simpler language courses as easy courses to achieve the Diploma.
- If a student has no previous background in a given language, then that student may study that language as an *abinitio language*. Such a course focuses on giving the student basic knowledge of both the language in everyday use and the culture of the places where it is spoken. The standard reached by the student after two years is considerably lower than that reached in language B.
- The school will not permit students who have studied a language for more than 3 years or scored a C and above (IGCSE) to take the AbInitio level. We will also have in-house testing to help gauge the level of language already known.
- Language is a very important way of knowing and this idea is explored further through the Theory of Knowledge component of the program.
- At the Diploma level, the written curriculum meets the demands of the various descriptors in the assessment criteria of the AI and Language B programmes. It encourages a personal response that is a result of reflective critical thinking and analysis.
- Students are treated as independent learners with the teacher assisting them in their effort to progress as fast and as far as they can possibly manage. Teachers outline the syllabus, offer exercises

and assignments, provide regular and detailed feedback and use the classroom scene to practice interactive responses using the target language most of the time.

- All references, like textbooks, grammar, cultural information etc. are either provided by the subject teacher or students are guided where to find further information. English is the language of instruction for all subjects and ESL support will be extended to cases based on need. Non-English speakers are allowed to use dictionaries to enhance understanding. Students are encouraged to read books that are available in translation in mother tongue.

LANGUAGE IN CBSE CURRICULUM

SENIOR SECONDARY (GRADES 11 & 12)

- English (Communicative) is a mandatory subject for all students across the three streams that the school offers, namely, Humanities, Science and Commerce.
- The medium of instruction in other subjects is English as well.
- There is a selection of texts which reflect varied styles and genres in Literature. Focus remains on building strong writing skills. The students, through continuous training and evaluation, develop varied skills like interactive communication, fluency, pronunciation and language accuracy.
- Language is a very important way of communication and this idea is taken forward through the course they follow. The teachers at Genesis assume the roles of facilitators and teachers to help students develop the desired skills.
- Students are encouraged to appreciate the formal and aesthetic qualities of texts.
- Love for language and literature is promoted through the teaching and learning process.

Promoting the Mother-tongue

It may be noted that India is multi-linguistic society. Genesians represent this vastly diverse culture, hence, there are several languages that qualify as the mother-tongue. Mother tongue is one of the strongest tools to foster cultural, social and emotional expression and to keep linguistic heritage of a student and a society. Following strategies would be followed to promote mother language in school as and when it is feasible.

- Students do projects in their mother language
- Students are given freedom to express themselves by putting up stage performances in their mother tongue based on a chosen theme
- Students from different grades interact in a formal structure in the common mother language
- Parents are invited to share their cultural practices using their mother language
- The Junior School actively involves the Parents in the learning process through an informal interaction (story telling sessions, puppet show, folk songs and regional music in their mother tongue or cooking) in the mother tongue
- The school supports the Parents by allotting a dedicated time once a month to share and enrich the learning process by adopting the mother tongue of students as a necessary tool of means of communication (PYP)
- We also mark a day for celebrating the different Mother Tongues in our school.
- Use of translation dictionaries are allowed, so that students' understanding can be developed

- Listing out of difficult words in various required languages in various subjects can be given as handouts to the students prior to the beginning of a class
- Library has resourced books on various languages
- Online resources on languages can be used to promote mother languages
- Students-exchange programmes are held
- Students from different cultural background and mother languages are encouraged to exchange routine expressions with each other
- Students are given opportunities in class to share their cultural practices and find similarities in practices followed by different cultural practices
- For students with low level skills in English, which is the language of instruction, the teachers sometimes explain the concept in the mother tongue for better understanding.

Links between the Language and other policies- Admission, Inclusion, Assessment and Academic Integrity:

Inclusion/Assessment of learners:

- GGS has assessment accommodations for a learner with learning support requirements coordinated by learning support department in collaboration with teachers.
- GGS will develop powerful ESL programme and well-equipped language lab.

Admissions:

English as a Language is tested by pre-designed entrance paper designed specifically for each class from Grade 6 and above.

Language----Inclusion policy

- ❖ Students with language barriers, regardless of the reasons are referred to ESL/EAL to receive remedial support;
- ❖ Learners who have specific language disabilities diagnosed through formal assessment and informal screening will be referred to Learning support department for remedial assistance.

Evaluating and Reviewing the policy

Senior Management Team
 Special Education Department
 Admissions Department

Last reviewed: November 2019