



Language Policy

Mission Statement

Our mission is to develop a lifelong learning community, encouraging individuals to explore their identities and roles as local actors and global citizens.

LGSi believes in a holistic approach towards learning through inquiry, expression and reflection by providing opportunities to develop and enhance the learning community as well as each learner's strengths.

Philosophy

- LGSi students are 'communicators who understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.' (IB Learner Profile)
- We believe that language is our key tool for thinking, learning and communicating. It is central to all learning and therefore all teachers are language teachers, responsible for developing different aspects of students' communication skills.
- We value students' individual language profiles and through our philosophy and pedagogy support the development of the language of instruction, the host country national language and other foreign languages.
- We aim to develop students who are functionally bilingual i.e. able to use both Urdu and English in their daily lives, both for academic and personal reasons.
- We commit to informing and supporting parents about the multiple benefits of exposing students to multiple languages.

Which languages are taught at LGSi?

- **Language of instruction:** the main language of instruction is **English**. All subjects, except for Urdu, are taught in English. All teachers are considered language teachers in addition to teaching their subject, and therefore focus on developing specific vocabulary and language structures required for receptive and expressive communication in their subject. Students are taught in mixed-proficiency classes, with different phases in each grade level. Teaching is differentiated according to student needs, and students are given additional individual support, as needed to ensure they

are able to access the curriculum and achieve expected outcomes.

- **Host country language:** the national language of Pakistan is **Urdu**. All Pakistani citizens must take Urdu up to MYP 5 for the mandatory e-assessment. Foreign and dual passport holders and Pakistani nationals interested in studying abroad are exempted from this requirement. All students have regular instruction in Urdu. Students are taught in mixed-proficiency classes, with different phases in each grade level. Teaching is differentiated according to student needs.
- **Other foreign languages:** all students are given the option between **German and French**, PYP1 onward. All students have regular instruction in German/French. Students are taught in mixed-proficiency classes, with different phases in each grade level. Teaching is differentiated according to student needs.

Language learning in the PYP:

- includes Urdu (host country language); English (language of instruction); and German/French (foreign language)
- takes place through authentic, learner-centred, inquiry-based experiences
- is transdisciplinary and integrated throughout the programme of inquiry for English and Urdu; German/French is integrated whenever language proficiency levels allow meaningful connections to be made
- develops all language skills: listening, speaking, reading, writing, viewing and presenting
- is structured and scaffolded to support students' diverse language proficiency levels - students are taught in mixed-proficiency classes and are given additional individual support, as needed to ensure they are able to access the curriculum and achieve expected outcomes.

How will we teach languages in the PYP?

In the PYP, language development is integrated into all subjects, especially the units of inquiry. Additionally, there is some standalone teaching of specific reading and writing skills.

Each teacher uses a range of strategies to develop language proficiency, depending on the needs of the students. These might include:

- paired reading - students read to each other in pairs
- reading buddies - younger and older classes paired for regular reading sessions
- apprenticeship reading - early or 'apprentice' readers read alongside 'expert' readers to boost confidence and practice skills
- scaffolded reading - early or hesitant readers read with, rather than to, the teacher - they may read together as a 'duet', or they may take turns to read alternate pages or sentences
- readers' theatre - groups of students read different parts, concentrating on keeping their

place in the text, being ready when it's time for their piece of text, reading aloud with expression

- colour-coded reading - books may be colour-coded according to complexity to aid appropriate selection
- graded reading scheme (Oxford Reading Tree) - books with a staged progression of vocabulary, phonics and / or language structure
- weekly home reading folders - students bring home a book every week - it may be one they have been given, or one they have chosen themselves; it may change daily or weekly or whenever the student has finished reading it
- parent comment sheet - the reading folder may include a sheet on which parents are encouraged to comment - for example, 'Amna loves this book - it makes her laugh! She has read it several times now, and each time she becomes more fluent and more expressive.'
- language games - games with letters, sounds and word are a fun, non-stressful way for students to learn and practice language skills
- storytime - hearing adults read aloud helps students to follow and enjoy a storyline, appreciate punctuation, vocabulary and language structures, and hear appropriate expression and intonation
- listening to stories on tapes or the internet - this may be with or without a book to follow and helps students develop independence and concentration, and allows them to practice stories they have heard before or rehearse stories that are new to them
- wordless books - teachers may use wordless books with early readers - students are asked to tell the story by looking at pictures
- grammar, spelling and punctuation activities – teachers may use workbooks or board activities to develop students' understanding of language conventions
- literature response – students read a set book or chapter and respond to what they have read by discussing, asking and answering questions and creating diagrams and illustrations
- literary genres – students read and respond to a range of different literary genres
- writers' workshop – students plan, write and edit pieces of writing, with teachers coaching them individually or in small groups on the specific skills they need
- writing for different purposes – students learn to identify, analyse, plan, write and edit a range of different text types
- speaking and listening activities – teachers provide a range of opportunities for students to speak in different situations: formal and informal; planned and spontaneous; pairs, small group, whole class, whole school.

Language learning in the MYP:

- includes English (Language and Literature); Urdu (Language Acquisition); and German/French (Language Acquisition)
- takes place through authentic, learner-centred, inquiry-based experiences
- is transdisciplinary and a key tool for learning in all subject areas
- provides opportunities for students to experience and be assessed against all language criteria
- In English, students are taught in mixed-proficiency classes and are given additional

individual support, as needed to ensure they are able to access the curriculum and achieve expected outcomes

- In Urdu, students are grouped by language proficiency phase, with no more than two different phases in each class. If students' oracy skills are stronger than their literacy skills, they are placed in phases taking both into account. Teaching is differentiated to ensure students are able to access the curriculum and achieve expected outcomes
- In German/French, students are grouped by language proficiency phase, with no more than two different phases in each class. Teaching is differentiated to ensure students are able to access the curriculum and achieve expected outcomes.

How will we teach languages in the MYP?

In the MYP, language development is the focus of Language and Literature and Language Acquisition. Additionally, all other subject teachers are required to focus on specific vocabulary and structures needed for their subject.

Students who have limited proficiency in the language of instruction are given additional individual support through differentiated teaching strategies such as:

- careful pairing or grouping of students to provide 'buddy' support for reading tasks
 - modified texts
- visual support materials, e.g. graphics, charts, graphs, diagrams, video clips
- oral support for written texts, e.g. teacher or buddy reading texts aloud
- familiarisation with key vocabulary prior to application in class
- personal word books for commonly used / misspelled words
- grammar, spelling and punctuation activities – teachers may use workbooks or board activities to develop students' understanding of language conventions
- scaffolded structures for writing, e.g. sentence frames, graphic organisers
- use of bilingual dictionaries
- personal teacher coaching.

Language learning in the DP:

- includes English and Urdu (Language and Literature); and German/French (Language Acquisition)
- takes place through authentic, learner-centred, inquiry-based experiences
- is transdisciplinary and a key tool for learning in all subject areas
- provides opportunities for students to experience and be assessed against all language criteria
- For all languages, students are taught in mixed-proficiency classes and are given additional individual support as needed to ensure they are able to access the curriculum and achieve expected outcomes

How will we teach languages in the DP?

In the DP, language development is the focus of Language and Literature and Language

Acquisition. Additionally, all other subject teachers are required to focus on specific vocabulary and structures needed for their subject.

Students who have limited proficiency in the language of instruction are given additional individual support through differentiated teaching strategies such as:

- careful pairing or grouping of students to provide ‘buddy’ support for reading tasks
 - modified texts
- visual support materials, e.g. graphics, charts, graphs, diagrams, video clips
- oral support for written texts, e.g. teacher or buddy reading texts aloud
- familiarisation with key vocabulary prior to application in class
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- grammar, spelling and punctuation activities – teachers may use workbooks or board activities to develop students’ understanding of language conventions
- scaffolded structures for writing, e.g. sentence frames, graphic organisers
- use of bilingual dictionaries
- personal teacher coaching.

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Version History

Version	Year	Edits
07	2015	Edited by previous school management
12	2021	Edited to match the school’s new mission statement & addition of the DP