



Language Policy

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School Mission and Vision

School Mission

The Choice School, anchored in Knowledge, Character, and Health (KCH), provides a safe, inclusive, holistic, and happy learning environment in an evolving, diverse world by equipping students with scientific temperament and social skills to become global citizens in collaboration with a competent, supportive community.

School Vision

At The Choice School, we envision a passionate learning community that fosters a growth mindset for every student in a happy, caring, and stimulating environment. We aim to provide equal opportunities for students to discover and develop aptitude and attitude for learning in an equitable environment that inspires curiosity, creativity, and confidence to transform lives and the world.

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1. Introduction

The Choice School is dedicated to fostering a comprehensive and inclusive educational experience. This language policy compiles the language philosophies and practices for the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP), and IB Diploma Programme (DP) to provide a seamless continuum for language education. The language policy is a ‘living document’, which is continuously evolving and informed by research, best practices, and changes in the language profile of The Choice School IB.

2. Language Philosophy

The Choice School places language at the core of communication, comprehension, and cultural development. Our language ideology emphasizes the significance of English as the primary medium of instruction while recognizing the vital role of mother tongue languages and the opportunity for students to explore additional languages. Learning world languages is an integral part of becoming a global citizen. Language study is a key factor in developing international understanding, in reinforcing cultural identity, enhancing personal growth and promoting effective communication. It permeates the entire curriculum. All members of the school community are language teachers and language learners. The school therefore believes that:

- All teachers are language teachers.
- Language is a primary means of learning and communicating.

- Language acquisition will be promoted as a partnership between all community members, including parents, students, faculty, and staff.
- Mother tongue languages help form cultural and personal identity and should be respected.
- The shared experience of learning a language creates cohesion among students from diverse backgrounds and promotes international-mindedness.

3. Languages taught at The Choice School

English is the operational language across all the curricula and is used as the language of instruction (LOI) for all subjects except other languages, where the target language will be used primarily in English. Students study English at PYP, English Language and Literature at MYP, and English A: Language and Literature in DP. In addition, the school offers Hindi and French as a choice, with the study of Malayalam as a state mandated guideline. For students who cannot match the demands of English Language & Literature, learning support is provided in their classes as part of regular teaching & learning so that they are fluent in the LOI.

4. Pathways of Language at The Choice School

Languages	EYP & PYP	MYP (6-8)	MYP (9-10)	DP
Preferred Language /Language of Instruction	English (EYP-Grade 5)	English Language and Literature	English Language and Literature	English A: Language and Literature
Language acquisition -Second Language	Malayalam (compulsory) and Hindi / French (EYP 1- PYP 5)	Malayalam (compulsory) and Hindi/ French	Hindi/ French	Hindi/ French

5. Mother Tongue Support

At Choice School, we value the role of mother tongue in fostering linguistic diversity, cultural identity, and academic success. Mother Tongue Support at The Choice School aims to integrate and celebrate students' native languages through engaging classroom practices, parental involvement, and cultural recognition. The curriculum incorporates various cultural explorations and celebrations that honour the mother tongue. By promoting mother tongue languages, we aim to foster a rich, multicultural learning environment that respects and values the linguistic heritage of every student. These activities include:

1. **Cultural Exhibitions:** On Birth anniversaries and honorary commemoration days, the learners present the works of renowned authors and artists, traditional cuisines, authentic traditional medicines, customary farming practices, and traditional attire through innovative displays and performances.
2. **Festivals and Celebrations:** Hosting vibrant festivities featuring competitions and traditional games; organizing role plays and character parades to honour poets and writers; and conducting events to commemorate festivals. This promotes the international-mindedness of learners.
3. **Arts and Literature:** Inspiring students to engage with diverse traditional art forms, festivals, and crafts, including creating toys and instruments using locally sourced materials. The program also emphasizes exploring and performing local stories, poems and plays.

4. **Classroom Integration:** The school emphasizes the importance of incorporating mother tongues into the learning environment by including a variety of mother tongue reading materials and subscriptions in the school library, encouraging their active use by students. Storytelling sessions will be organized where students share traditional stories, proverbs, or folk tales in their mother tongue, fostering a rich cultural exchange through subsequent discussions in English. Additionally, cultural and linguistic elements are seamlessly integrated into teaching across various subjects, including creative arts like drama, music, and art, to celebrate diversity and enhance students' learning experiences.
5. **Parent and Community Involvement:** The School plans to involve parents and community members in language-rich activities, such as storytelling sessions, cultural events, and language clubs. It also plans to collaborate with families to provide resources and strategies for supporting mother tongue development at home.
6. **Recognition and Celebration:** The school aims to celebrate International Mother Language Day with school-wide events showcasing linguistic diversity.
7. **Peer and Teacher Support:** Students are paired with peers or mentors with the same language background for guidance and support.

6. Language acquisition learning across the school learning continuum

PYP

The language curriculum in the PYP is structured on the Scope and Sequence guidelines provided by the IB. The complex processes involved in language learning are represented in a series of developmental continuums in which all the strands of oral, written and visual language are covered. The creation of specific developmental benchmarks and learning outcomes for each level in the continuum provides a means of tracking the progress of students and also determining the degree of support required for students, who are not as adept as others and for new admissions to a grade. All three of the language strands are learned across and throughout the curriculum, and each strand is an integral component of language learning.

MYP

Students of the MYP get an opportunity to learn Language and Literature and two other languages. As a second language the student also gets to choose between French and Hindi under the Language acquisition course until MYP 3. In MYP 4 & 5, the students have the option to choose one of the languages under Language acquisition i.e., Hindi/ French.

Language Acquisition curriculum is devised based on scope and sequence matrix drawn up by the teachers of the language and will expose students to a wide range of texts with a view to developing in them the skills of oral, written, and visual communication. Teachers abide by the phase-specific language acquisition objectives provided by the IB, which establishes benchmarks

of achievement at each level of the PYP/MYP programme. This ensures a systematic progression of language development that leads up to the prescribed IB objectives and learning outcomes in PYP and MYP.

Through summative assessments in reading, writing, speaking, viewing, and presenting, as well as through phase-wise descriptions, teachers determine if students are ready to transition between phases. Students can move between phases while in the same grade or as they progress through grades. To support this progression, teachers implement differentiated unit plans to address the specific needs of each student. This ensures a systematic progression of language development aligned with IB objectives and learning outcomes across the PYP and MYP.

Language Phases in PYP

Learning Continuum for Visual Language -Viewing and Presenting

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Visual language is all around us.</p> <p>The pictures, images, and symbols in our environment have meaning.</p> <p>We can enjoy and learn from visual language.</p>	<p>People use static and moving images to communicate ideas and information.</p> <p>Visual texts can immediately gain our attention.</p> <p>Viewing and talking about the images others have created helps us to understand and create our own presentations.</p>	<p>Visual texts can expand our database of sources of information.</p> <p>Visual texts provide alternative means to develop new levels of understanding.</p> <p>Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.</p> <p>Different visual techniques produce different effects and are used to present different types of information.</p>	<p>Visual texts have the power to influence thinking and behavior.</p> <p>Interpreting visual texts involves making an informed judgment about the intention of the message.</p> <p>To enhance learning, we need to be efficient and constructive users of the internet.</p>	<p>The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences, and perspectives.</p> <p>Knowing about the techniques used in visual texts helps us interpret presentations and create our own visual effects.</p> <p>Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.</p>

Learning Continuum for Written Language -Reading

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Illustrations convey meaning.</p> <p>Print conveys meaning. People read for pleasure.</p> <p>Stories can tell about imagined worlds. Printed information can tell about the real world.</p> <p>There are established ways of setting out printing and organizing books.</p>	<p>The sounds of spoken language can be represented visually.</p> <p>Written language works differently from spoken language.</p> <p>Consistent ways of recording words or ideas enable members of a language community to communicate.</p> <p>People read to learn. The words we see and hear enable us to create pictures in our minds.</p>	<p>Different types of texts serve different purposes.</p> <p>What we already know enables us to understand what we read.</p> <p>Applying a range of strategies helps us to read and understand new texts.</p> <p>Wondering about texts and asking questions helps us to understand their meaning.</p> <p>The structure and organization of written language influences and conveys meaning.</p>	<p>Reading and thinking work together to enable us to make meaning.</p> <p>Checking, rereading, and correcting our own reading as we go enables us to read new and more complex texts.</p> <p>Identifying the main ideas in the text helps us to understand what is important.</p> <p>Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p>	<p>.Authors structure stories around significant themes.</p> <p>Effective stories have a structure, purpose, and sequence of events (plot) that help to make the author's intention clear.</p> <p>Synthesizing ideas and information from texts leads to new ideas and understanding.</p> <p>Reading opens our minds to multiple perspectives and helps us to understand how people think, feel, and act.</p>

Learning Continuum for Oral Language - Listening and speaking

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others.</p>	<p>The sounds of language are a symbolic way of representing ideas and objects.</p> <p>People communicate using different languages.</p> <p>Everyone has the right to speak and be listened to.</p>	<p>Spoken language varies according to the purpose and audience.</p> <p>People interpret messages according to their unique experiences and ways of understanding.</p> <p>Spoken communication is different from written communication—it has its own set of rules.</p>	<p>Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.</p> <p>Thinking about the perspective of our audience helps us to communicate more effectively and appropriately.</p> <p>The grammatical structures of a language enable members of a language community to communicate with each other.</p>	<p>Spoken language can be used to persuade and influence people.</p> <p>Metaphorical language creates strong visual images in our imagination.</p> <p>Listeners identify key ideas in spoken language and synthesize them to create their own understanding.</p> <p>People draw on what they already know in order to infer new meaning from what they hear.</p>

Learning Continuum for Oral Language - Listening and speaking

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Writing conveys meaning.</p> <p>People write to tell about their experiences, ideas, and feelings.</p> <p>Everyone can express themselves in writing.</p> <p>Talking about our stories and pictures helps other people to understand and enjoy them.</p>	<p>People write to communicate.</p> <p>The sounds of spoken language can be represented visually (letters, symbols, characters).</p> <p>Consistent ways of recording words or ideas enable members of a language community to understand each other's writing.</p> <p>Written language works differently from spoken language.</p>	<p>We write in different ways for different purposes.</p> <p>The structure of different types of texts includes identifiable features.</p> <p>Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.</p> <p>Thinking about storybook characters and people in real life helps us to develop characters in our own stories.</p> <p>When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</p>	<p>Writing and thinking work together to enable us to express ideas and convey meaning.</p> <p>Asking questions of ourselves and others helps to make our writing more focused and purposeful.</p> <p>The way we structure and organize our writing helps others to understand and appreciate it.</p> <p>Rereading and editing our own writing enables us to express what we want to say more clearly.</p>	<p>Stories that people want to read are built around themes to which they can make connections.</p> <p>Effective stories have a purpose and structure that help to make the author's intention clear.</p> <p>Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas.</p> <p>Knowing what we aim to achieve helps us to plan and develop different forms of writing.</p> <p>Through the process of planning, drafting, editing, and revising, our writing improves over time.</p>

Language acquisition Phases in MYP:

In the MYP, students are placed in classes according to the IB's Continuum of Phase Specific

Language acquisition objectives.

Emergent Communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple authentic multimodal texts in predictable contexts.	Emergent communicators in phase 2 understand and respond to a variety of simple authentic multimodal texts in predictable contexts.	Capable communicators in phase 3 understand and respond to a variety of simple and some complex authentic multimodal texts.	Capable communicators in phase 4 understand and respond to a wide variety of simple and some complex authentic multimodal texts.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in a variety of complex authentic multimodal texts.	Proficient communicators in phase 6 analyse and evaluate the important information, details and ideas presented in a wide variety of complex authentic multimodal texts.
They identify some explicit information (messages, facts, opinions, feelings and ideas) some implicit information (supporting details) and can interpret some basic conventions and connections presented in	They identify some explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections in these texts to draw conclusions	They identify explicit and implicit information and can interpret and analyse conventions and connections effectively in these texts to draw conclusions.	They identify explicit and implicit information and can analyse and evaluate conventions and connections in these texts to draw conclusions.

these texts to draw conclusions.					
They demonstrate their comprehension in simple oral and written phrases using some simple modes.	They demonstrate their comprehension in simple short oral and written language using simple modes.	They demonstrate their comprehension by producing a range of simple and some complex spoken and written language using simple and some complex modes.	They demonstrate their comprehension by producing a range of simple and complex spoken and written language using simple and complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.
They engage in simple rehearsed and some unrehearsed exchanges to convey basic information on everyday personal and social topics in a very limited range of familiar interpersonal situations.	They communicate some required information, in recognizable formats, with some sense of audience and purpose to suit the context.	They engage in some authentic and spontaneous conversations to communicate their understanding and opinions on everyday personal, social, and some topics of global significance in a range of familiar and unfamiliar situations in interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding and opinions on topics of everyday personal, social, and global significance in a range of familiar and unfamiliar interpersonal and in cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.

They communicate some required information, in recognizable formats, with some sense of audience and purpose to suit the context.	They communicate all required information, organized in appropriate formats, with a clear sense of audience and purpose to suit the context.	They communicate some required information, organized into a recognizable format, with some sense of audience and purpose to suit the context.	They communicate all the required information organized in an appropriate format with a clear sense of audience and purpose to suit the context.	They communicate all required information, organized in an appropriate format with a sense of audience and purpose, to suit the context.	They communicate all required information organized effectively in an appropriate format with a discerning sense of register, audience, and for a variety of purposes to suit the context.
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7. Language in the Diploma Programme

Language and Literature Course

The Diploma Programme offers three curricula, namely, Language A: literature, Language A:

Language and literature, Literature and performance. The Choice offers Language A: Language and Literature courses at Standard Level (SL) and Higher Level (HL).

Language A: Language and Literature

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by different concepts.

Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis, among others.

Distinction between SL and HL

The model for Language A: Language and literature is the same at SL and HL, but there are significant quantitative and qualitative differences between the levels. SL students are required to study four literary works and a number of non-literary texts that are equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that are equivalent in teaching and learning time. Both SL and HL have to do an oral component but with different weights for SL and HL.

Language acquisition Course

Students may also study a Language in Group 2, amongst Hindi and French. These courses 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.

8. Additional Support Language

Additional Support Language development opportunities are provided to all students through participation in school assemblies and events, which enable them to write, speak, and present in English and other languages. Students whose best language is not English and who display a deficiency in the basic skills will receive remedial attention/enrichment. In case the student has been diagnosed with learning difficulty, he or she will receive specific support from the Learning Support Team as per guidelines laid down in the school's Inclusion Policy. All students are encouraged to make use of the school library as reading for pleasure is a high priority.

9. Policy Review

The language policy will be reviewed regularly by the School's Head, IB Coordinators, and relevant staff to ensure its effectiveness and alignment with the educational context. Revisions will be made based on feedback, emerging research, and the evolving needs of the student body. This policy will be implemented in harmony with the policies and guidelines set forth by the International Baccalaureate Organization.

Last reviewed on: October 30 , 2025