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IB CONTINUUM
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EGS

LANGUAGE POLICY

2026 - 2027

Learning for action,
Action for change



INTELLECTUAL
COURAGE



EMPATHY



RESPONSIBILITY



RESILIENCE



SUSTAINABILITY

LANGUAGE POLICY

2026 - 2027

**Guidelines for members of the Early Years, Primary Years, Middle Years and
Diploma Programme School Community**

**Ela Green School, Karambur Village, Near Maraimalai Nagar, Chengalpattu Taluk,
Chengalpattu District, 603209**

Policy Information and Review Cycle

Policy Title	Language Policy
Academic Year	2026-2027
Applicable Programmes	Early Years Programme, Primary Years Programme, Middle Years Programme and Diploma Programme
Prepared By	Language Policy Steering Committee, Programme Coordinators and Language Teachers
Reviewed By	Head of School, Programme Coordinators, Heads of Department and Relevant Academic Teams
Approved By	Head of School / School Management
Last Reviewed	June 2026
Next Review	May 2027

Purpose of the Policy

This policy guides multilingual learning, language pathways, language support, mother tongue connection, English as the medium of instruction and language responsibilities across all programmes.

Scope of the Policy

This policy applies to all learners, teachers, coordinators, Heads of Department, parents and school leadership across Ela Green School. It covers language pathways from EYP to DP, English communication expectations, Tamil, Hindi, French and German provision, language support, mother tongue support, and language and assessment alignment.

School Vision, Mission, Motto and Core Values

Our Vision

We focus on holistic development that encourages students to become resilient learners who positively transform the school, local and global communities. Students incorporate sustainability practices beyond the classroom and strive to be inclusive and empathetic to create a peaceful world.

Our Mission

Our mission is to nurture resilient, intellectually courageous, and ethically grounded learners through a holistic Mind-Body-Soul approach. We foster students to think critically, act with empathy, and embrace diverse perspectives. Through authentic learning opportunities, students take responsible action, apply sustainable practices beyond the classroom, and positively transform their school, local, and global communities, contributing to a more inclusive and peaceful world.

International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage learners across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Our Motto

Learning for Action, Action for Change.

Our Core Values

Intellectual Courage | Empathy | Responsibility | Resilience | Sustainability

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1. Language Philosophy

At EGS, we are committed to fostering a rich multilingual environment that nurtures students' language and communication skills, enabling them to express ideas with confidence and creativity in both global and local languages. We believe that proficiency in global languages promotes intercultural understanding, cultivates international-mindedness, and empowers students to approach challenges with a broader, global perspective.

At the same time, strengthening local languages helps students build a strong sense of cultural identity and social responsibility by deepening their connection with the community. In alignment with the International Baccalaureate (IB) philosophy, this Language Policy reflects our dedication to developing multilingual, intercultural learners across the Early Years Programme (EYP), Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP), recognizing language as fundamental to identity, thinking, communication, and learning.

At EGS, we are committed to providing an inclusive and equitable learning environment for students with all language backgrounds. As an IB Continuum World School, we are committed to the following practices:

- The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).
- Teaching and learning address the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).
- Teaching and learning demonstrate that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment of the school aligns with the requirements of the programme(s) (IB Standard C4, Practice 1).
- Collaborative planning and reflection recognize that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- The school utilizes the resources and expertise of the community to enhance learning within the programme (IB Standard B2, Practice 11).

2. Objective of the Language Policy

The Language Policy is designed to guide the development and implementation of the curriculum while fostering effective teaching and learning within a dynamic multilingual environment. It seeks to meaningfully reflect and extend the school's vision in harmony with the mission of the International Baccalaureate, ensuring a cohesive and purposeful approach to language learning.

Rooted in the values and principles of the IB Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP), this document upholds and aligns with the IB Standards and Practices, reinforcing the school's commitment to high-quality, internationally minded education.

3. Languages at EGS

The Language Policy has been tailored to align with the cultural expectations and local realities of our school. Recognizing the evolving nature of our school community, the Language Policy is designed as a dynamic document that will be reviewed and refined periodically to ensure it continues to respond effectively to the needs of all learners.

EGS has adopted English as the primary medium of instruction, as it is the preferred language of stakeholders and parents.

The school integrates multiple languages into its curriculum: French and German as international languages, Hindi as an Indian language option, and Tamil as the regional language, recognizing that Tamil is the mother tongue for the majority of students.

3.1. Languages in the Early Years Programme

- In the EYP, Tamil and Hindi are offered as additional language learning experiences, as appropriate to the age of the learners, to strengthen basic language knowledge during the initial stage of acquiring a language. The emphasis is on building foundation language skills, ensuring comfort in expression and communication, with a focus on natural development rather than academic intensity.
- In EYP, English is the primary medium of language. Tamil and Hindi are offered as second languages to provide basic language learning experiences.

3.2. Languages in the Primary Years Programme

- In the PYP, English is the medium of instruction; Tamil and Hindi are offered as second languages within the regular curriculum, providing students with meaningful opportunities to develop and strengthen their language skills.
- In the PYP, French and Tamil are offered as third languages within the regular curriculum, providing students with meaningful opportunities to develop and strengthen their language skills.
- Language changes will be allowed through an exit path at PYP 3 and an exit path at PYP 5 to ensure meaningful and sustained progress in language acquisition.
- Newly admitted students will initially be placed in Phase 1. Based on their ongoing progress and performance, they may be moved to a higher phase as appropriate.

3.3. High-Quality Language Learning

- From PYP 2 to MYP 3, students will undergo a diagnostic assessment to determine their language proficiency levels. Based on the results, they will be grouped into Phase 1 and Phase 2. Students placed in Phase 1 who require additional support will receive targeted and individualized attention to address their specific learning needs and help them progress academically.
- The school is committed to providing balanced attention to both second and third languages in order to support student success in language learning.
- To facilitate effective preparation, the syllabus, sample questions, and dates of the diagnostic assessment will be communicated to parents beforehand, allowing them to provide appropriate support to their child throughout the preparation process.
- The outcomes of the diagnostic assessment will be shared with parents, and students will subsequently be placed in the phase most suited to their proficiency level. A mid-year reassessment opportunity will be provided at the end of the semester to evaluate student progress. Based on the reassessment results, students may be regrouped into the appropriate phases to support their continued academic development.
- Orientation classes will be offered to PYP 5 students at the conclusion of the academic year to ensure an effective transition to the next stage of learning in MYP 1.

3.4. Languages in the Middle Years Programme

- In the MYP, English is the medium of instruction; Tamil is offered as a language club to further enhance students' mother tongue development and provide continued language support.
- In the MYP, Hindi is offered as a second language to reinforce the importance of recognizing an Indian language pathway.
- In the MYP, French is offered as a second language to enhance social skills, intercultural understanding and international-mindedness.
- MYP 1-5 students are guided towards the Capable level (Phase 3-4) to support more advanced learning.
- German is not offered in the MYP in order to maintain long-term academic alignment.
- In MYP 5, students will be enrolled exclusively in the Capable level and not in the Emergent level, thereby ensuring appropriate placement and stronger learning outcomes.
- For students joining in MYP 4, prior language learning experience is required. The same language will be provided, if possible, or a decision will be taken by the management, as the curriculum is designed as a two-year course spanning MYP 4 and MYP 5.

3.5. Languages in the Diploma Programme

- In the DP, English serves as the primary language of instruction and forms an integral part of the curriculum. In addition, Tamil, Hindi, French, and German are offered as language options, allowing students to choose according to their interests and aspirations, thereby enhancing their opportunities for higher education and global pathways. Tamil is offered where there are takers and staffing is available.
- Language courses in the DP are structured into distinct levels: ab initio, Language B Standard Level (SL), and Language B Higher Level (HL).
- Ab initio is designed for students who have a strong interest in learning a new language and no prior knowledge of the chosen language.
- Language B is a language acquisition course intended for students with some prior experience in the target language. It focuses on developing the ability to communicate effectively through the study of language, themes, and a variety of texts.
- Within the Language B course, students learn to communicate in both familiar and unfamiliar contexts. They develop skills to describe situations, narrate events, make comparisons, explain issues, and express as well as justify personal opinions across a range of topics.
- Students in Language B will study two literary works originally written in the target language, with detailed literary analysis being a component of the Higher Level (HL) course.
- The distinction between Language B SL and HL lies in the level of proficiency expected, particularly in the development of receptive, productive, and interactive communication skills.

4. Language Learning Across the School

- The school also organizes additional language sessions and guest lectures to expose students to diverse cultures and literary traditions.
- English as the language of instruction enables students to connect with the global community. It is viewed not only as a medium of teaching but also as a tool for reflection, metacognition, and social interaction.
- Students who are not proficient in English receive additional support from facilitators to help them develop confidence and fluency.
- Home language may be used during early brainstorming or peer discussion, especially in EYP/PYP, when it supports understanding.
- Language is embedded across all aspects of teaching and learning, playing a crucial role in shaping independent, reflective, and lifelong learners.
- Language barriers should be considered when assessing conceptual understanding, except where language itself is the assessed criterion.
- Language scaffolds do not simplify assessment criteria.
- Emphasis on the regional language ensures that students can meaningfully apply their knowledge and understanding in real-life contexts and remain connected to their cultural roots.
- Students are encouraged to communicate in English within the school environment, whether asking questions, sharing ideas, or reflecting on their learning. Mistakes are welcomed as a natural part of the learning process.
- Learners with limited language proficiency are supported both during and beyond classroom hours. Various resources such as classroom displays, visual aids, and the school's Resource Centre further support language development.
- English is the official language of communication across the school, including academics, administration, finance, documentation, publications, marketing, and digital platforms.
- While communication with parents is primarily conducted in English, the school remains flexible and accommodates requests for meetings in other preferred languages wherever possible.
- Communication within the administration team often takes place in the regional language, as many staff members are more comfortable with the regional language.

- All teachers are language teachers. All teachers are responsible for language development. Teachers support vocabulary, command terms, academic writing, reading comprehension, oral communication, subject-specific language and reflection in their subject areas.
- EGS values multicultural diversity and welcomes students and families from varied linguistic backgrounds.
- The school adopts a strength-based approach, ensuring inclusion and differentiation are integral to all teaching and learning practices.
- Students are offered rich and diverse opportunities to develop their reading, writing, listening, and speaking skills across the curriculum through meaningful and engaging learning experiences.
- They are supported in building a range of effective strategies to comprehend, analyze, and create various forms of texts.
- Learners are encouraged to cultivate self-monitoring and self-correction skills, becoming more independent in their learning journey.
- The learning process is enhanced through the integration of diverse technological tools and informational resources.
- Students are provided with opportunities to collaborate, share ideas, and refine their work within a social and interactive learning environment.
- They are guided to recognize language as a powerful tool for thinking, inquiry, and deeper understanding.
- Equal emphasis is placed on nurturing the mother tongue, while also fostering respect and appreciation for other languages.
- Students are supported in developing proficiency in multiple languages, thereby promoting multilingualism.
- They are exposed to a wide range of literature that reflects diverse cultures, perspectives, and lived experiences.
- A genuine love for language and literature is fostered by engaging students with a variety of books, films, and creative expressions.
- Learners are introduced to the origins and evolution of languages, helping them understand the deep connection between language, culture, and tradition.
- They are guided to appreciate the transdisciplinary nature of language and its integral role in everyday life and learning.
- Constructive, specific, and timely feedback from both teachers and peers supports their continuous growth and improvement.
- Students are encouraged to reflect meaningfully on their learning at every stage, fostering self-awareness and personal development.
- With the active support of all stakeholders in the learning community, language development becomes a natural and integral part of students' everyday lives.

5. Language Pathways by Programme

Languages in the Early Years Programme

Grade	First Language	Second Language	Third Language
EYP 2	English	Tamil or Hindi	NA
EYP 3	English	Tamil or Hindi	NA

Languages in the Primary Years Programme

Grade	First Language	Second Language	Third Language
PYP 1	English	Tamil or Hindi	Tamil or French
PYP 2	English	Tamil or Hindi	Tamil or French
PYP 3	English	Tamil or Hindi	Tamil or French
PYP 4	English	Tamil or Hindi	Tamil or French
PYP 5	English	Tamil or Hindi	Tamil or French

Languages in the Middle Years Programme

Grade	First Language	Second Language	Third Language
MYP 1	English	Hindi or French	NA
MYP 2	English	Hindi or French	NA
MYP 3	English	Hindi or French	NA
MYP 4	English	Hindi or French	NA
MYP 5	English	Hindi or French	NA

Languages in the Diploma Programme

Grade	First Language	Second Language	Third Language
DP 1	English	Tamil, Hindi, French or German	NA
DP 2	English	Tamil, Hindi, French or German	NA

Key: EYP: Early Years Programme, NA: Not Applicable, PYP: Primary Years Programme, MYP: Middle Years Programme, DP: Diploma Programme

6. Language Selection and Progression

At EGS, we foster a rich metalinguistic environment where all languages are valued, respected, and actively encouraged across the campus. Teachers with specialized expertise in their respective languages play a pivotal role in strengthening students' linguistic knowledge and conceptual understanding. In addition, all educators contribute to this growth by integrating language concepts within their Units of Inquiry, thereby deepening students' overall understanding of language in context.

A strong emphasis is placed on the host country and regional language, reflecting the core ethos and cultural identity of EGS. Students and parents are provided with the choice of selecting second and third languages, ensuring that learning pathways are thoughtfully aligned with individual needs and interests.

To facilitate informed decision-making, students are given a structured two-week exposure to Hindi and French at the end of the academic year for students of PYP 5 to select a language in MYP 1. This opportunity allows them to engage meaningfully with each language before making a well-considered selection.

At the conclusion of this period, language selection forms are provided to all students to indicate their choices for second languages. These forms are collaboratively completed by the student and parent and then submitted to the school, following which the selected languages are formally implemented.

This Language Policy document has been developed in close collaboration with the Language Scope and Sequence framework, guided by the IB Programme Coordinators and the teachers of EGS, who serve as key members of the steering committee.

In order to achieve the learning goals outlined in the scope and sequence, teachers design engaging and meaningful learning experiences, facilitating them through inquiry-based practices within the classroom.

The overarching aim is to enable students to transfer their understanding into real-life contexts, thereby nurturing them into lifelong learners. The four strands of language learning are approached in an integrated manner, ensuring that they are taught holistically rather than in isolation.

In the Primary Years, students are introduced to the cultural history and origins of the regional language through engaging approaches such as storytelling, role-plays, guest lectures, and discussions. Tamil, one of the oldest and most culturally rich languages in the world, holds a significant place in this learning journey. At Ela, we believe that fostering international-mindedness begins with helping students understand and appreciate their local heritage, which then enables them to connect with and engage in global challenges and opportunities. Teachers make consistent and thoughtful efforts to bring this belief to life in the classroom. It is also recognized that an awareness of one's cultural background plays a vital role in nurturing key learner profile attributes, supporting students in becoming well-rounded and reflective individuals.

7. Language and Literature

At EGS, the language offered under Language and Literature is English. Since English is the language of instruction in the school and is one of the most widely used global languages, we recognize that it is important for students to become proficient in English. With that intention, English is chosen as the language under Language and Literature.

The six skill areas in the MYP Language and Literature subject group - listening, speaking, reading, writing, viewing and presenting - develop as both independent and interdependent skills which are essential for inquiry-based learning that leads to collaborative investigation, taking action and reflecting on learning.

As well as being academically rigorous, MYP Language and Literature equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. EGS offers a carefully chosen curriculum for the MYP grades which enhances critical thinking and cognitive skills. We recognize that students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural and environmental factors, and therefore contributes to opinion formation, decision-making, ethical reasoning and the development of IB learner profile attributes.

The objectives of MYP Language and Literature encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The objectives represent some of the essential processes of language: "Processes are what help mediate the construction of new knowledge and understandings and play an especially important role in language and communication" (Lanning 2013: 19).

The four main objectives of MYP Language and Literature are analyzing, organizing, producing text and using language. The progression of students over the MYP years is planned as per the Language and Literature guide of the MYP programme. We recognize that language learning is an iterative process and develops through inquiry in increasingly wider contexts and deeper reading. As students' progress through their MYP Language and Literature studies, they engage with an increasing range and sophistication of literary and informational texts and works of literature extending across genres, cultures and historical periods. These texts also provide models for students to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. The complete curriculum in Language and Literature, including written curriculum, taught curriculum and assessed curriculum, is as per the IB MYP standards.

8. Language Acquisition in the MYP

The MYP programme requires students to study at least two languages, enabling them to understand their own cultures as well as those of others. At Ela Green School (EGS), students can choose between Hindi and French, reflecting the school's ethos. Learners from MYP 1 to MYP 5 will be guided and inspired to reach the Capable level, fostering a more advanced and enriching language learning experience.

The study of additional languages in the MYP helps students develop an understanding of language features, processes and cultural perspectives, while recognizing diverse ways of living and thinking. It encourages reflection on both their own culture and those of others.

The aims of MYP Language Acquisition are:

- To develop proficiency in an additional language while maintaining the mother tongue and cultural heritage.
- To foster respect for diverse linguistic and cultural backgrounds.
- To build communication skills for academic, professional, and social contexts.
- To enhance multiliteracy through varied tools such as multimedia.
- To encourage appreciation and critical understanding of literary and non-literary texts.
- To use language as a tool for thinking, reflection, and learning across subjects.
- To understand the nature of language and the process of language learning.
- To gain insight into cultures where the language is spoken, promoting awareness and action.
- To nurture curiosity and a lifelong interest in language learning.

The four key objectives are understanding spoken and visual texts, understanding written and visual texts, responding to spoken, written and visual texts, and using language effectively in both spoken and written forms. Teaching and learning are structured across six phases, forming a developmental continuum. Students may enter at any phase based on prior experience and typically progress up to Phase 4. The curriculum - including written, taught and assessed components - and student progression are aligned with the IB MYP Language Acquisition guidelines.

9. Regional Language

In addition to the two languages offered, MYP students also learn Tamil, the regional language and the mother tongue of most learners. Learning Tamil helps students understand and appreciate their cultural heritage while also enabling them to engage meaningfully in service within the community. Tamil is offered as a club rather than as part of the formal curriculum, and is included with the aim of promoting and preserving the regional language.

10. Studies in Language and Literature in the DP

The courses offer a broad range of texts, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. Students take their studies in a language in which they are academically competent.

At EGS, we offer English A: Language and Literature (SL/HL) from this subject group.

Through each course, students can develop:

- a personal appreciation of language and literature.
- critical-thinking skills in their interaction with a range of texts from different periods, styles, text-types and literary forms.

- an understanding of the formal, stylistic and aesthetic qualities of texts.
- strong powers of expression, both written and oral.
- an appreciation of cultural differences in perspective.
- an understanding of how language challenges and sustains ways of thinking.

Through studies in language and literature, the DP aims to develop a student's lifelong interest in language and literature, and a love for the richness of human expression.

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary and non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and the ability to present their ideas effectively. A key aim is the development of critical literacy.

Key features of the curriculum and assessment models include:

- Available at higher and standard levels.
- Higher Level study requires a minimum of 240 class hours, while Standard Level study requires a minimum of 150 class hours.
- Students study 6 works at Higher Level and 4 works at Standard Level from a representative selection of literary forms, periods and places.
- Students study a range of non-literary texts and bodies of work that include a wide variety of text-types.
- Students develop the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience and purpose.
- An understanding of how language, culture and context determine the construction of meaning is developed through the exploration of texts, some of which are studied in translation, from a variety of cultures, periods, text-types and literary forms.
- Students are assessed through a combination of formal examinations and oral and written coursework and oral activities.
- The formal examination comprises two papers, one requiring the analysis of unseen non-literary text, and the other a comparative response to a question based on two literary works studied.
- Students also perform an oral activity presenting their analysis of a literary work and a non-literary body of work studied.
- HL students comply with an additional written coursework requirement which consists of writing a 1200-1500-word essay on one of the works or bodies of work studied.

11. Language Acquisition in the DP

It is a requirement of the programme that students should study one subject from Group 2.

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

At EGS, students can choose from French B (SL), Hindi B (SL), French ab initio, and German ab initio within the Language Acquisition subject group.

The Language B syllabus is structured around five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. While the guide provides suggested topics and inquiry questions for each theme, these are not mandatory.

Key features of the curriculum and assessment model include:

- The recommended teaching time for SL courses is 150 hours.
- Vocabulary and grammar (the "what" of language) are strengthened through an understanding of audience, context, purpose, meaning, and variation (the "why" and "how" of language).
- Developing international-mindedness is a central aim of the course.
- The prescribed themes are influenced by the transdisciplinary themes of the PYP and the global contexts of the MYP.
- Students engage with a wide range of authentic text types related to the prescribed themes and course content.

- Learners describe situations, narrate events, compare ideas, explain issues, and express as well as justify their opinions on various topics.
- Students create diverse oral and written texts suited to different audiences, contexts, and purposes, both academic and personal.
- Assessment includes both external and internal components, including individual oral assessments.

External assessment comprises:

- Paper 1 (productive skills - writing), where students respond to a given task in written form.
- Paper 2 (receptive skills), which includes listening (understanding three audio texts) and reading (understanding three written texts).
- Internal assessment at SL involves an individual oral component, focusing on productive and interactive skills. This includes a student presentation and a follow-up discussion based on a visual stimulus related to one prescribed theme, along with a general conversation with the teacher on at least one additional theme.

12. Thinking in an Additional Language

The IB is committed to developing students' knowledge of concepts and cultures, expressed through other languages, as well as teaching those languages to students. In this way, Theory of Knowledge (TOK) - a component of the DP core - is intimately linked with language acquisition. TOK asks students to reflect on the nature of knowledge, and on how we know what we claim to know. In their study of additional languages, students are encouraged to apply what they learn through TOK.

13. Role of the Resource Centre

The Resource Centre at EGS plays a pivotal role in the development of literacy and, as a result, promotes language development in students. An estimated 500 plus books are set up in the school's Resource Centre. Books in the languages offered are also available and easily accessible to everyone in the learning and teaching community. The Resource Centre considers the development of offered languages to be important and actively organizes programmes and events for everyone in the learning and teaching community and for the public.

EGS highly values sharing available resources with those in need. With that notion, the school has set up a Book Club open to the public. The school sees the Resource Centre as a valuable resource to promote international-mindedness among students.

For the Primary Years, there are allocated library hours every week. Homeroom teachers accompany students during the library hours and actively engage them in useful discussions. Book reviews, character analysis, research and read aloud sessions are a few strategies that are employed to inculcate students' love for reading. Students are free to choose books based on their interest. The Resource Head or the teacher offers help anytime if there is a need or when requested by students.

MYP students are encouraged to issue books for reading every week. They not only read the books; they also write book reviews regularly. They also watch regional and international movies, which enriches their language and communication skills.

Students also host the student-Led Conference once a year to present their learning to the parent community. Students across the programmes regularly plan and conduct school assemblies. They take the lead in organizing the assembly twice a week. Students are consistently encouraged to participate in regular debates and other competitions to enhance their communication skills.

14. Language Policy Alignment

EGS's language philosophy and policy align with our values and policies as outlined below. In all these policies and positions, the student is central. Our Language Policy works to ensure that students spend a significant amount of time learning an additional language while modelling respect and support for those whose mother tongue is something other than English.

EGS's Language Policy reflects the MYP concept of communication because we require students to learn a language in addition to their mother tongue, thereby inviting them to broaden their opportunities for communication. Our Language Policy supports the IB's holistic approach to education as it honours and supports the linguistic background and knowledge of our students and community. Strong language support reduces the

Pressure to copy or overuse AI. Learners are taught to express ideas in their own words, cite sources and seek support rather than submit inauthentic work.

Finally, our Language Policy supports the philosophy of international education as it supports the idea of working across boundaries - cultural and national - to gain understanding of alternative perspectives.

Our Language Policy aligns with our Academic Honesty Policy in that students are supported, where possible, in learning through their mother tongue; this flexibility decreases the pressure students might otherwise feel compelled to copy when conducting research. Instead, students can choose, where possible and appropriate, to work from multilingual sources while providing sufficient citations and acknowledgments.

We also provide support for our English language learners in this regard as there may be differences in cultural understanding of academic honesty that need to be bridged. Our Language Policy aligns with our Admissions Policy to welcome all types of students within our catchment first and then from outside because we aim to support students' language learning regardless of their linguistic background.

Our Language Policy aligns with our Inclusion Policy in that we require all students to participate in the learning process without language barriers.

Our Language Policy aligns with our Assessment Policy because our Assessment Policy is directly applicable to all our learners, regardless of their linguistic background. Flexibility is built within classrooms to recognize and allow for situations where students' lack of vocabulary hinders their communication of understanding. Students will take authentic assessments adhering to the Assessment Policy.

15. Process of Development of the Language Policy

The Language Policy steering committee includes the IB Programme Coordinators, Founder-Director, Principal, Admissions Head, Resource Head, language teachers and teachers from all programmes. This document is collaborative in nature. It is the responsibility of the committee to frame this document and administer procedures to develop the philosophy, purpose and objective of language development in the school. They are also responsible for communicating the essence of the document to every stakeholder involved.

16. Language Policy Revision

This Language Policy document will be reviewed every year periodically with the Language Policy steering committee members. The review committee will pay due adherence to the IBO mission statement, the school's vision statement, standards and practices and the Language Scope and Sequence document.

Year of intended review: 2027-2028

17. Bibliography

- Language Acquisition guide, International Baccalaureate Organization, September 2020 / January 2021.
- Language Policy, Ahmedabad International School, India.
- Language Policy, Skagerrak International School, Norway.
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IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

LEARNING FOR ACTION, ACTION FOR CHANGE.



INTELLECTUAL
COURAGE



EMPATHY



RESPONSIBILITY



RESILIENCE



SUSTAINABILITY



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