



**PREMIER EDUCATION SOCIETY'S
TRINITY INTERNATIONAL SCHOOL**

TRINITY INTERNATIONAL SCHOOL LANGUAGE POLICY

School Vision

Quality education at moderate cost to the masses.

School Mission

Holistic development through inter-disciplinary approach to build 21st century skills and create conscientious citizens with a global perspective.



TRINITY INTERNATIONAL SCHOOL LANGUAGE POLICY

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Philosophy

Trinity International School recognizes the transformative power of language in bridging cultures, preserving identities, and honoring traditions. Language is a fundamental tool that shapes our understanding of the world and our role within it. It is central to education and plays a pivotal role in students' academic achievements. Through language, students express their individuality while connecting with a diverse, multilingual world filled with unique customs, beliefs, and traditions.

At Trinity International School, language is seamlessly integrated across all subjects, serving as the cornerstone of learning. Beyond enhancing cognitive abilities, it is vital for preserving cultural heritage and fostering emotional resilience. The promotion of multilingualism, support for mother tongues, and the development of critical literacy are key to fostering global awareness by celebrating cultural identity, intercultural understanding, and international citizenship.

By embracing linguistic and cultural diversity, the school provides an enriching environment where every student feels empowered to communicate and grow. This focus on language supports students' personal development, academic success, and ability to reach their highest potential. Trinity International School ensures that learning language, learning through language, and understanding language are deeply embedded in its curriculum. Every teacher is a language educator, and each student's unique cultural background, experiences, and interests are thoughtfully incorporated into the teaching and learning process.

Purpose

Language is a vital reflection of culture and a core aspect of a student's identity. It underpins all learning and serves as a bridge to unlocking a student's full potential. Nurturing and honoring students' mother tongues is fundamental in helping them thrive. Studying language fosters global understanding, strengthens cultural roots, promotes personal development, and enhances communication skills. It is woven throughout the entire curriculum.

At the heart of the school's philosophy is the belief that:

- Every teacher is a teacher of language.
- Language is essential for learning and effective communication.
- Developing language skills is a collaborative effort involving parents, students, staff, and faculty.
- Respecting mother tongue languages is vital in shaping cultural and personal identity.
- The shared journey of learning language builds unity among students from diverse backgrounds and cultivates international understanding.
- Acquiring world languages is a key component of becoming a responsible global citizen.



Aim

At Trinity International School, English serves as the primary medium of instruction. The school strives to cultivate a dynamic and inclusive multilingual environment that embraces and celebrates the cultural and linguistic backgrounds of its students. This approach ensures that students' heritage is integrated meaningfully into the curriculum.

The school's goal is to empower students to think critically and communicate effectively with clarity, creativity, and confidence in at least two languages, one of which is English. To achieve this, all members of the community—teachers, staff, parents, and students—work together to:

- Encourage students to explore and enjoy language, fostering self-expression through its effective use.
- Equip students to use language effectively across diverse contexts and purposes.
- Enhance students' skills in reading, writing, listening, speaking, and presenting through practice and regular evaluation.
- Develop students' ability to think and articulate ideas with accuracy, creativity, and self-assurance in multiple languages.
- Instill a deep respect for and love of language and literature.
- Prevent the formation of exclusive groups based on language or ethnicity, promoting inclusivity instead.
- Prepare students for further education at English-speaking universities.
- Provide grade-appropriate language instruction while offering tailored support and enrichment to respect cultural diversity.
- Involve stakeholders, including parents, in shaping and supporting their child's language development journey.

Progression in language development

The school recognizes that language learning is an integral part of the educational experience. It understands that learning languages, learning about languages, and learning through languages are essential for developing critical thinking, independent learning, and the ability to acquire knowledge in a creative, reflective, and balanced manner.

In this context, every subject teacher supports students' language development, recognizing that all learning involves language. English is the primary language of instruction across all subjects, with other languages used in their respective areas, such as Hindi as a second language and Marathi as a third language, while English serves as a supporting tool in these language classes.

The decision to extend the Marathi subject to grades 8 through 10, starting with the first batch of students in the academic year 2024-25, was made following a thorough review and in accordance with government directives. This aligns with the school's commitment to broadening language learning opportunities and responding to official educational guidelines.



The school offers a progressive language curriculum, focusing on English language development. Students study English Language in Cambridge Primary, Cambridge Lower Secondary and progress to First Language English in Upper Secondary. In addition, students engage with literary texts as part of their Cambridge Lower Secondary curriculum. Hindi is taught as a second language, and Marathi as a third language, in accordance with the school's language offerings.

In conclusion, the language policy at Trinity International School aims to create a conducive environment for language learning and development. The school is committed to equipping students with the language skills they need to think critically, communicate effectively, and become lifelong learners, all within the framework of the Cambridge curriculum.

Support for the Development and Preservation of Mother Tongue

Trinity International School actively promotes the growth and maintenance of students' mother tongues, fostering an environment that embraces linguistic diversity in line with state government guidelines.

To nurture and strengthen students' mother tongue, the school implements the following initiatives:

- The school plans to conduct a language festival.
- Promoting mother tongue conceptualization when new topics are introduced.
- Recognizing and celebrating various mother tongues within the school.
- Creating opportunities for students to celebrate their mother tongue and the cultures of their home countries.

Through these strategies, the school ensures that the development of students' mother tongues is valued and actively supported within the academic and cultural community.

Language learning in Cambridge Primary

Language is an essential and omnipresent element throughout the entire curriculum at the school, influencing both the transdisciplinary program of inquiry and other areas of learning. In Cambridge Primary, language is integrated across all subjects, with language learning being embedded into every aspect of the curriculum. All Primary school facilitators are considered language teachers, ensuring that language development is a continuous process within all lessons.

At the Primary level, English is the main language of instruction, serving as the medium through which students engage with the curriculum. In addition to English, the school offers Hindi as the host country language, recognizing its significance as one of India's official languages, and Marathi, the regional language of Maharashtra, starting from Grade 1 (age 6). To support language learning, the school follows the Cambridge Primary Language curriculum, which guides the teaching and learning of language throughout the primary years.

Teachers design language learning experiences that are both engaging and meaningful, allowing students to connect with the content, apply their knowledge, and transfer their understanding to



new contexts. This approach to language learning, combined with a focus on enjoyment, lays the foundation for lifelong learning. The school recognizes that developing language skills in listening, speaking, viewing, writing, and presenting are interconnected. These forms of communication are taught in an integrated manner, not as isolated skills.

The school also believes in the pivotal role of literature in language development. Literature connects emotions with thought, broadens students' perspectives, and transports them beyond the confines of time and place. Most importantly, it serves as a transformative tool, helping children view their lives through a new lens as they apply literary experiences to their own world. Language learning is viewed as a developmental process, building progressively on each student's existing knowledge to foster further growth. Culturally diverse literature is recognized as a powerful means to nurture international-mindedness and develop key attributes of the learner profile. The school's library collection reflects this belief, offering a wide range of picture books, folk tales, bilingual books and other resources that support language learning and cultural understanding.

Cambridge Lower Secondary – (Stage 7, Stage 8 and Stage 9)

Integration of communication and analytical skills are implemented for developing Languages in Middle School. The main focus is not only to encourage students to communicate fluently in English, but also to instill a practice where students' thought process too starts flowing in the same language. This further ensures that the students use their language learning while analyzing and evaluating any given topic in other subject areas as well.

The six main skills developed are as follows:

- Reading
- Writing
- Speaking
- Listening
- Analyzing
- Creating

Cambridge Upper Secondary (IGCSE)

At IGCSE level, the students who do not wish to appear for the 'ICE' Award have the option of not studying an additional language. However, they are required to pursue English as their only language at a level suitable to their ability.

Languages in grades 9 & 10 [IGCSE] for ICE award.

1. All the students are supposed to take 2 compulsory languages.
2. The medium of instruction of all other subjects is English
3. The students take up FLE i.e. 'English as a First Language' or ESL i.e., English as a Second Language.
4. The school offers Hindi as a study of second language.



Cambridge Advanced (AS & A Levels)

At the AS and A Level, the language policy aligns with the Cambridge curriculum's focus on developing advanced communication and academic skills essential for global contexts. English, as the medium of instruction, facilitates mastery in critical analysis, academic discourse, and research methodologies. Subject-specific language learning is integrated into the curriculum to ensure students develop proficiency within their chosen disciplines. The policy supports multilingualism, encouraging students to maintain proficiency in additional language like Hindi. Assessment practices, including extended writing, oral presentations, and collaborative tasks, reflect Cambridge's emphasis on analytical and evaluative skills. Access to advanced resources, such as Cambridge-endorsed texts and academic journals, equips students for higher education and lifelong learning.

Language Skill Enhancement

Teachers consistently strive to showcase students' ongoing progress in learning, both within and beyond the classroom. The school evaluates students' linguistic development—encompassing both academic and non-academic aspects—through a variety of assessment methods, including individual and group tests, project-based evaluations, and portfolio submissions.

Domains for improving linguistic proficiency

Library classes are structured as an **Extended Reading Program**, seamlessly integrated with the core language and literature curriculum to foster a habit of reading and cultivate a love for literature. A dedicated **library budget** is allocated annually to acquire books, e-books, and other resource materials, ensuring access to diverse and enriching content. The establishment of a **Library Council** is planned for the upcoming academic year, aimed at promoting active student involvement in library activities and initiatives.

Language learning pathways are made accessible

- Both formal and informal assessments, such as writing prompts, reading comprehension exercises, speeches, essays, and reading skills evaluations, are used to monitor and support language development.
- The library offers a well-rounded collection, including fiction, non-fiction, picture books, multicultural literature, world classics, autobiographies, multilingual texts, reference materials, encyclopedias, and other media, accessible to students and staff alike. Students are motivated to read extensively and experiment with different literary forms.
- The Library is equipped with up-to-date resources to support language learning and enhance speaking skills.
- Resources are reviewed annually in consultation with teacher librarians, the library committee, coordinators, and management to ensure their relevance and quality.
- By promoting access to diverse resources, the library plays a vital role in fostering international-mindedness and collaboration, supporting both student learning and teacher professional development.



Language support across the curricula

The Language Policy at Trinity International School is aligned with the Admission Policy, ensuring that a lack of prior knowledge or proficiency in a language does not act as a barrier to admission. Students with limited or developing language skills are welcomed across all curricula and are provided with structured support to enhance their abilities. Specialist language educators are appointed to cater to the linguistic needs of students, and provisions are made for professional development to enhance teaching strategies in language instruction.

The school emphasizes that language development is a shared responsibility among all stakeholders. Efforts are made to integrate language learning across all subjects, with subject teachers actively supporting students in this journey. Customized arrangements are implemented to address specific language learning needs, ensuring a tailored approach.

Written Curriculum

Cambridge Assessment International Education –

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning.

Lower Secondary (Stage 7, Stage 8 and Stage 9)

- The school has placed all language instruction according to subject guide and scheme of work available at school support hub.
- In addition to this, there will be an overview for specific learning outcomes in language at each stage of language learning.
- A range of resources will be used for attainment of goals, which will comprise of language reference books and additional study of literature.
- Each Grade will be exposed to study of diverse literature which will include poetry, prose (short stories & novels) & drama.
- All macro-skills are addressed:
 - ✓ Oral Communication (Listening & Speaking) through debates, role-plays, discussions, poetry recitals, interviews as well as oral interpretations of literature.
 - ✓ Written Communication (Reading & Writing) through fiction in a variety of genres – novels, short stories, biographies, autobiographies, drama, screenplays, advertisements, brochures, magazine articles, etc.
 - ✓ Visual Communication (Viewing & Presenting) through advertisements, commercials, performance art, dramatic interpretations, video clips, leaflets, posters, etc.

Cambridge Upper Secondary (IGCSE) –

The students at Trinity International School are offered Cambridge IGCSE First Language English (500) as mandatory study with Hindi as a Second language. The course is based on the linked language skills of listening, reading, speaking, and writing, and these are built on as learners'



progress through their studies. IGCSE First language English develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively. This rewarding approach to learning languages allows students to grow in confidence over the two-year course and provides an excellent foundation for continued language learning.

Cambridge Advance (AS & A Level)) –

The written curriculum at the Cambridge Advanced Level emphasizes a rigorous and comprehensive approach to subject mastery, fostering critical thinking, research skills, and global awareness. It integrates advanced content with skill development across disciplines, preparing students for higher education and professional pathways. The curriculum includes structured assessments, such as essays, case studies, and practical tasks, and promotes independent learning through coursework, enabling students to achieve academic excellence and holistic development.

Methods of Instruction

Instructional methods align with current research in language pedagogy, incorporating practices such as multiple intelligences (MI), differentiated instruction, a skill-focused approach, and global teaching strategies to foster advanced thinking skills.

- An inquiry-based approach underpins language instruction.
- Metalanguage resources enhance language development, serving as tools to support skills rather than being the sole medium of instruction.
- Wherever applicable, transdisciplinary or interdisciplinary integration of language and literature is incorporated.
- Differentiated instruction addresses diverse learning needs, offering both support and enrichment opportunities.
- English serves as the primary language of instruction; however, to support ESL learners, provisions such as dictionaries and buddy translators are utilized.
- Parents contribute by providing key vocabulary in their native language to help students adapt effectively.

Assessment -The designed learning outcomes for language forms the core ground for assessment. Assessment of language, both formative and summative, is integral to learning and teaching and fully incorporated into the programme according to Cambridge International requirements. Evidence of assessment is recorded periodically as a basis for evaluation. The further details are in cognizance with the school assessment policy.

Roles and Responsibility

The school is committed to the effective implementation of the Language Policy by fostering collaboration among all stakeholders within the school community.

Role of Senior Management

1. Promote and support English as the medium of instruction and the school's operational language, while encouraging the use and respect of other languages, including home languages within the community.



2. Provide adequate funding, resources, and facilities to ensure the successful implementation of the Language Policy.
3. Establish policies and procedures for language acquisition, ensuring their effective implementation and regular review.
4. Build a team of highly qualified and dedicated language educators to meet the diverse needs of language teaching and learning.
5. Facilitate meaningful professional development programs to align teaching practices with the objectives of the Language Policy.

Role of Administrators

1. Ensure the effective implementation of the Language Policy.
2. Provide academic leadership for the school.
3. Share responsibility of supervision and revision of the Language Policy and curricula efforts towards the practice and development of linguistic skills.
4. Support and guide teachers in planning and delivery of curricular requirements of language development.
5. Provide up-to-date professional development opportunities to be effective in their teaching learning of languages to students with different linguistic abilities.
6. Encourage collaboration concerning curriculum, instructional techniques, and assessment and student progress.
7. Observe teachers and provide constructive feedback, materials, planning time and staff development opportunities.
8. Promote communication with parents concerning students' language and communication development.

Role of Faculty

Since learning and language are inseparable, every teacher is therefore both a content teacher and a language teacher. The faculty is expected to:

1. Use English as the primary language of instruction and social interaction in and out of the classroom.
2. Acquire professional knowledge base in second language acquisition processes and students' language development behaviours.
3. Integrate language instruction with content delivery.
4. Make high-level academic content simple to understand.
5. Create classroom environments that are interactive, with plenty of activities to nurture listening, speaking, reading and writing.
6. Support and encourage language self-assessment.
7. Give ongoing feedback to students on their linguistic and cognitive development by using a variety of balanced assessment strategies.
8. Foster high linguistic and academic development for all students.
9. Build a strong home-school partnership using various means of communication.
10. Demonstrate and inculcate respect for other languages and cultures.
11. Work collaboratively to develop culturally inclusive, age appropriate and curriculum-based teaching strategies.
12. Integrate appropriate technology that enhances language development.
13. Select resources that are linguistically accessible and culturally inclusive.



Role of Administrative Staff

The administrative staff plays an important role in reinforcing the use of English on campus. They are expected to:

1. Usage of English as the primary language of communication.
2. Constant facilitation of effective communication with students, parents, guardians, visitors and contracted staff in their preferred languages when necessary.

Role of Parents/Guardians

Aligned with the school's mission and language policy, parents and families are encouraged to:

1. Foster a positive attitude in their children towards both the home language and English.
2. Highlight the benefits of learning multiple languages.
3. Actively support their child's literacy development in the home language within the household.
4. Engage with other parents/guardians to share ideas and promote inclusivity.
5. Uphold the expectation that students use English as the primary medium for learning and social interactions on campus.

Role of Students

In accordance with the school's policy designating English as the primary language for communication and interaction, students are encouraged to:

1. Utilize English for gaining information through listening to presentations, interpreting written and visual materials, and observing and documenting practical activities. Work independently or collaboratively to make decisions and complete tasks.
2. Apply learned vocabulary and skills innovatively to engage in creative tasks.
3. Show respect towards others by consistently using English as the shared language in both academic and social settings.

Integration of the language policy with school-wide policies

Link to Admission Policy:

As part of the admission process at Trinity International School, students are required to provide specific details on the admission form, including:

- The languages they understand
- The languages they speak

The language policy aligns with the admission policy by assessing the English language proficiency of applicants to the Cambridge International Curriculum during the admission process.

**Link to Inclusion Policy:**

During admissions for the Cambridge International Curriculum, students must complete an English language test. The results help the school assess the literacy levels of new students. Based on this, the school collaborates with language teachers, to provide any necessary accommodations. Additionally, parents are required to report any diagnosed learning or physical difficulties, supported by relevant documentation, to ensure appropriate support is provided.

Link to Assessment Policy:

English language proficiency is evaluated during admission. Additionally, both formative and summative assessments are conducted within the Cambridge International Curriculum. These assessments ensure the effective application of both "Assessment for Learning" and "Assessment of Learning" approaches.

Professional Development

Since cognitive academic language proficiency is essential for successful learning in school, it is important to recognize that all educators play a role in fostering this skill. Simply put, every teacher is a language teacher. To ensure teachers are equipped to fulfill this role effectively, especially when working with students learning in a language different from their mother tongue, professional development must be prioritized.

Schools should have linguistic experts on staff to support not only students but also teachers, librarians, coordinators, and administrators. These experts help train the entire staff in best practices for teaching students learning in a second or additional language. Such professional development also impacts school timetables and the allocation of time and resources.

To achieve this, the school implements the following initiatives:

- Training all teachers in understanding and using various text forms.
- Equipping teachers with strategies to improve reading and writing skills.
- Encouraging subject teachers to collaborate with language teachers to seamlessly integrate language learning into subject-specific lessons.

Resources:

- Cambridge International's Guide to Curriculum Planning
- Language Awareness in the Cambridge Curriculum
- Cambridge Schools Community
- Local Education Authorities

Reviewed On:

Next review: