

BUNTS SANGHA'S
S. M. SHETTY INTERNATIONAL SCHOOL & JUNIOR COLLEGE
AN IB WORLD SCHOOL
(ISO 21001:2018 Certified)
CAMBRIDGE INTERNATIONAL CENTRE - IN686
IB School Code 051370

LANGUAGE POLICY

Last Revised in April 2021

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BUNTS SANGHA'S
S.M.SHETTY INTERNATIONAL SCHOOL & JUNIOR COLLEGE

VISION

Inspiring Learners to become Confident, Knowledgeable, Open Minded and Responsible global citizens.

MISSION

Through quality teaching in a learner centric environment SMSISJC aims to:

- Relate classroom learning to real life experiences.
- Inculcate innovative thinking through challenging situations.
- Provide multiple platforms to exhibit intrinsic talent.
- Offer international exposure through collaborative projects.
- Inculcate the values of personal and collective wellbeing.
- Foster a sense of curiosity among our students.
- Encourage students to respect diversity and peaceful co-existence.

LINGUISTIC OPPORTUNITIES

Bunts Sangha's S.M Shetty International School and Junior College follows the Cambridge Curriculum from Grade I to Grade XII along with IBDP (only at Grade XI & XII) with English as the language of instruction [LOI] as well as the first language.

Students study English as a core subject right from Cambridge Primary to Cambridge A levels and IBDP. They also learn languages like Hindi (national language), Marathi (state language) and French from CP1 TO CP5 [Grade I to V]; Hindi and French until Checkpoint 3 [Grade I to VIII]; Hindi or French until IGCSE 2 as the second language [Grade X] and English at A levels [Grade XI and XII]. Students also get an opportunity to study Spanish [Ab initio] and French Language (SL&HL) as well as English and Hindi Language B (SL and HL) at the IBDP [Grade XI and XII].

The student population in the city is heterogeneous. The mother tongue of most students is Hindi, Marathi, Urdu, Bengali, Tamil, Tulu, Konkani, Gujarati and Malayalam. Communication in mother tongue is encouraged only in early years of education.

The school communicates in English at the operational and developmental level. It is also the language of its governance, management, and academic committees. However, the teaching staff as well as support staff are Indians having the ability to communicate with students in various Indian languages with students as well as parents if required.

Our school's Language Policy is a working document which is revised every year. The Language Policy addresses teaching and learning of languages across the three programmes: International Early Years Curriculum (IEYC– Nursery to Senior KG), CAIE (Cambridge – Grade I to Grade XII) and IBDP (Grade XI and XII). The next revision of the policy will be in the academic year 2022-23.

Our language program recognizes that the study of language is central to all learning. So, to foster language acquisition, the school strives to provide students with special help for non-English speakers and effective strategies to foster language learning along with diverse tools and resources so that the following aims can be achieved.

- Enable students to learn and use language effectively, appropriately, accurately, and confidently.
- Develop students' powers of oral and written communication.
- Develop listening skills in students.
- Enable students to develop and use language skills in a variety of contexts and purposes.
- Appreciation, understanding, and analysis of literature. Understand the vocabulary and jargons used.
- Encourage students to explore language as a means to understand the varied perspectives of people belonging to different cultures.

LANGUAGE PHILOSOPHY

The language philosophy prepares our students for an increasingly intercultural world and equips them to adapt to an ever-changing global environment. The philosophy highlights the following:

- Language forms the basis of all communication and learning.
- Language learning is a lifelong process and plays an integral role in intellectual development.
- Skills acquired in one language can be transferred to other languages.
- Proficiency in language helps the students to acquire competencies in other academic areas.
- Language is an expression of one's tradition and culture and constitutes an essential part of a student's identity.

Linguistic skills foster international mindedness by viewing things from a multicultural perspective. Teaching learning process will take into account the linguistic needs of the students. The school recognizes that language is fundamental to all learning processes because it permeates the entire curriculum through which we strive to foster the development of the language of instruction, world language and vernacular language/mother tongue.

INTRODUCTION OF LANGUAGE/S ACROSS GRADES 1-12

LANGUAGE	CAMBRIDGE PRIMARY	CAMBRIDGE SECONDARY 1 CHECKPOINT	CAMBRIDGE SECONDARY 2 IGCSE	CAMBRIDGE ADVANCED AS/ALEVEL	IBDP
	GRADES 1-5	GRADES 6-8	GRADES 9-10	GRADES 11-12	GRADES 11-12
Best preferred language English (compulsory)	ENGLISH FIRST LANGUAGE	ENGLISH FIRST LANGUAGE	ENGLISH Core and Extended FIRST LANGUAGE	ENGLISH Language FIRST LANGUAGE	ENGLISH Language A: Language & Literature (SL /HL) Language B(SL)
Other languages NATIONAL LANGUAGE (INDIA) – STATE LANGUAGE	HINDI- (Compulsory) MARATHI- (Compulsory) Candidates appear for Summative Evaluation Term 1&2 Assessments only in grades 3 ,4 &5	HINDI- (Compulsory)	HINDI- (Optional)	HINDI- (Optional)	HINDI LANGUAGE – B [SL & HL]

FOREIGN LANGUAGE – FRENCH	FRENCH (Compulsory) Candidates appear for Summative Evaluation Term1 & 2 Assessments only in grades 3 ,4 & 5	FRENCH (Compulsory)	FRENCH (Optional)	FRENCH (Optional)	FRENCH–B [SL & HL] SPANISH Ab Initio
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The current Cambridge programmes offered from CP to IGCSE emphasise on student centred approach, this will complement the IBDP curriculum wherein teaching is based on six principles:

- Teaching through inquiry
- Teaching through concepts
- Teaching developed in local and global contexts
- Teaching focused on effective teamwork and collaboration
- Teaching differentiated to meet the needs of all learners
- Teaching informed by assessment

LANGUAGE SUPPORT

During class activities students are encouraged to share their own language experiences and culture and traditional costumes. This ensures participation of all students as well as promotes cooperative learning thus providing a platform for student research and development. Pupils are encouraged to participate in intra- School as well as inter-school competitions in English as well as in Hindi, French and Spanish. This practice enhances their self-confidence, promotes healthy discussions and therefore develops an open mind about those cultures that are different from their own. This practice is supported by the IB Mission Statement that says, “People, with their differences, can also be right.” (IBO, 2008)

STRATEGIES TO ENHANCE LANGUAGE LEARNING IN THE CLASSROOM

- Use of a variety of instruction and assessment strategies. Use cooperative group learning, reciprocal teaching, learning circles as well as reading groups.
- Provide a model or demonstrations of required/expected written or oral responses.
- Encourage oral communication skills with various communicative activities such as the Friday Radio Buzz, debates and extempore.
- Use multi-modal mediums and visuals during instruction accompanied with printed materials such as classroom displays depicting visuals thinking routines for clarification and explanation.
- Allow peer assessment.
- Follow predictable routines to create an environment of security and stability especially for students new to the language and culture. Involve students' culture and family in school events and projects.

PROMOTION OF MOTHER TONGUE

Mother tongue promotion in the school helps develop not only the mother tongue but also children's abilities in the majority school language. This finding is not surprising in view of the previous findings that (a) bilingualism confers linguistic advantages on children and (b) abilities in the two languages are significantly related or interdependent. Bilingual children perform better in school when the school effectively teaches the mother tongue and, where appropriate, develops literacy in that language.

Therefore, pupils in the early years [IEYC] are encouraged to narrate stories in their mother tongue; folk tales and simple myths and legends connected to their native villages are discussed in class.

The school offers Marathi as a state language for students from CP 1 to CP 5 and Hindi as a national language across all grades.

DIFFERENTIATION FOR LANGUAGE LEARNER STUDENTS

Bunts Sangha's International School requires that all students have an opportunity to learn the same rigorous academic content. Differentiated instruction, by definition, is instruction that is designed to support individual student's learning in a classroom of students with varied backgrounds and needs. Teachers are successful at differentiating instruction for English Language Learners (ELLs) when they:

- Know students well: ELLs represent a wide range of academic skills, interests, languages, English language proficiency levels, and cultures. The more a teacher can learn about each student's background, the better prepared she/he is to provide appropriate instruction for that student.
- Have a variety of research-based instructional strategies at hand.
- Have high expectations for all students.

Creative teachers think of ways to help students understand key material and perform in ways that match their language proficiency levels. There are many different learning profiles in any given classroom, and students learn best when instruction matches their needs and learning styles and multiple intelligence.

- Use on going informal assessment to match instruction to students' changing needs.
- Provide multiple types of assessment that is formative as well as summative assessment to ensure that every student has an opportunity to demonstrate what he/she knows.
- Differentiate homework. In order to achieve this goal the teachers use Differentiated instruction in their classroom by providing extra hours of personal study guidance as well as worksheets on a regular basis, these take into account language proficiency, as well as the many other factors that can impact learning.
- The school also has a counselling centre to cater to students with **Special Education Needs**.

AT THE IBDP LEVEL

The focus of the 'Language A: language and literature' course is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process. Literature arts allows students to combine literary analysis with the investigation of the role of performance in our understanding of dramatic literature.

At the Diploma level the students must meet a standard of fluency that enables them to 'think' and 'communicate' in English. A candidate must, therefore, be successful in spontaneously 'decoding' (mentally in English) what they hear, watch and read at a level of complexity appropriate to the Diploma Program courses.

Level of competency for IBDP students required in the following areas: Capacity to

'think' (decode and encode) in English.

- Capacity to analyse the thought process with clarity.
- Ability to organize perspectives, ideas and research in a structured written essay.
- Student's past record of academic effort, motivation and discipline.
- Intensive language learning is central to this goal.
- Through language study, students learn about different cultures and perspectives and become more knowledgeable and caring.

SUMMARY OF IBDP [SL AND HL]

IBDP Language A courses develop linguistic and literary understanding and skills through the study of a broad range of genres and world literature, as well as language learning in context. The Diploma Programme Language A: Language and Literature course builds on this foundation. While it is not simply a language acquisition course, it aims to ensure the continuing development of a student's powers of expression and understanding in a variety of language domains. Having followed the Language A: Language and Literature course in Group 1, students should be able to:

- Reflect critically on the various ways of knowing and on knowledge issues.
- Consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.
- Be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge

APPROACHES TO THE TEACHING OF LANGUAGE A: LANGUAGE AND LITERATURE

The teacher is viewed as a supporter of student learning, rather than a transmitter of knowledge, and should promote the IB learner profile in students and their work in the following ways:

- Providing an inclusive, positive and safe class ethos.
 - Empowering students.
 - Recognizing that students learn in different ways.
 - Facilitating critical discourse.
 - Promoting the appreciation of language as an art form.
 - Providing opportunities for student inquiry into the subtleties and implications of cultural contexts.
 - Providing opportunities for writing about language and literature.
 - Scaffolding the processes necessary for making reasonable comparative judgments about texts.
- Students should be able to express these both orally and in writing.

SET STANDARDS FOR IBDP COURSE AS PER THE IBO RULES

Group 1 Languages: Group 1 Programme is a literature course studied in the first language of the student or the language in which the student is most competent. Only students who intend to continue post-secondary study in literature are encouraged to opt for this course at the HL level.

- Students who intend to select three other HL subjects for their career or are not quite proficient in literature will be advised to take the SL option.
- English language and Literature [SL & HL] will be offered as Gr-1 subjects.

Group 2 Languages

Language B HL is only offered to a language learner who is fluent and intends to study the language at this level for a future career, or to meet a Diploma Program requirement and who has 4 to 5 years' experience of the target language. Other subjects are not taught in the target language.

- Hindi (HL) and French (HL) will be offered to students who satisfy the above criteria.
- English Language B (SL), Hindi (SL) and French (SL) will be offered to other candidates.
- Spanish will be offered at Ab Initio level.

Group 3 to Group 6 subjects

The Language of Instruction [LOI] will be English. Students will be familiarized with subject specific language, technical terminology and computing language jargon. They will be supported further in understanding that every subject has its own unique language of communication and that the use of language in mathematics cannot be the same as that in literature or science.

ENTRANCE CRITERIA AND LANGUAGE PROFICIENCY FOR IBDP [GRADE 11]

1. An Entrance test: There will be an entrance test for the students in English.

The entrance test will consist of: **Essay/Question Paper:**

- This task intends to assess the candidate's English language (grammar, diction, syntax) and essay writing skill (structure, complexity & flair for the language) as well as their capacity for critical or analytical thinking.
- Students will be given 2 hours to answer questions based on a provided text/topic.

2. Interview (Interactive sessions)

The student will have a personal interaction with the Principal and Diploma Coordinator to understand the aptitude for the Diploma Program and to make the appropriate choices of courses and levels. The interaction will also assess research, problem solving, communication and creativity skills.

Language B

1. Students who have studied Hindi for around 10 years will not be eligible to take Hindi Language B at SL.
2. Students will be eligible for English Language B (SL), Hindi Language B (SL&HL), French Language (SL&HL) and Spanish Language Ab Initio [Ab Initio – only if the language has not been studied earlier at all] or has scored E grade and below or 50% and below in the Grade X exam. In case of any other board, students will be tested on written and oral skills to determine the level.

THE USE OF THE LIBRARY AS A LANGUAGE LEARNING CENTER

The library provides a traditional learning environment as well as the necessary up-to-date record. It is a bright and welcoming facility where students can work individually or in groups in a quiet and attractive environment. A vast range of titles in English, Hindi, Marathi, French and Spanish are available. Within each language programme, titles are chosen to represent different cultures. Magazines and newspapers covering different areas of subjects are subscribed. A balance is maintained in titles in different subject areas and interests(current events, sciences, literature, history, geography, economics).

PROFESSIONAL DEVELOPMENT

Teachers undergo continuous training to update their skills and keep abreast of the latest trends in language teaching. They follow the language teachers' forums of CAIE and My IB. Apart from training and workshops, interfaces with experts are conducted as and when necessary. 'English Language Enrichment Programme' for all teachers has been initiated to enhance communication skills in English. A 'Book Review' session is also conducted for exchange of thoughts and perspectives on the chosen titles and 'Word of the day' for vocabulary enrichment.

LANGUAGE ACQUISITION AS TEAMWORK

We consider language as something that must be taught across all boards. Moreover, language instruction is trans-disciplinary and touches upon all aspects of expression and communication, whether in a class setting or outside of the classroom. Parents and students are often a part of national festivals that promote inter-state unity through a blend of cultural programmes. International mindedness is further promoted by celebrating French Day, Hispanic Heritage Month, Hindi Diwas and also via various language as well as literature competitions not only at inter-school but also at trans-national level such as 'Lit-o-mania' and 'Literary Week'. Bulletin boards and other visual displays too depict students' work about various trends and cultures across the globe.

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