



Smt. Sulochanadevi Singhania IB World School
(DP) Thane

Language Policy

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School Language Philosophy

Smt Sulochanadevi Singhania IB World School recognizes that language is not only the prime tool of communication or a medium of instruction in schools and colleges but also an effective medium to connect to a wider community, helping to bridge cultural differences to promote a peaceful and harmonious living as well as a means to develop aesthetic sensibilities.

Aims of Language Learning

1. To enable the development of communication skills both oral and written
2. To promote intercultural understanding and appreciation.
3. To develop proficiency in more than one language for enhancing interpersonal skills
4. To develop aesthetic sensibilities

Objectives of Language Learning

1. The pupil is able to comprehend, read and write all the languages learned.
2. The pupil identifies the nuances of verbal and non- verbal communication in different cultural contexts.
3. The pupil appreciates linguistic and cultural diversity through an understanding of the importance of multilingualism.
4. The pupil identifies English as the lingua franca.
5. The pupil recognizes the importance of the mother tongue and / or the local language as a source of his /her cultural identity. In accordance with the changes in the IB curriculum, additional emphasis is provided on Hindi Literature, poetic expression in Hindi and Marathi, regional folk songs and dances and cultural festivals.
6. The pupil develops competence in another foreign language. Spanish and French ab initio and SL are presently offered to students based on their interests and their exposure to the language chosen.

7. The pupil is aesthetically evolved as manifested through his/ her overall personality and behavior.
8. The pupil uses skills of language in analyzing complex situations of life. Debates, panel discussions, workshops and seminars are thus a part of the teaching-learning process.

Responsibility of teachers for language development.

It is important to note that the school caters to a multilingual community. Students come from diverse linguistic backgrounds with Hindi, Marathi, Tamil, Telugu, Malayalam or Bengali as their mother tongues. Care is taken to ensure that there is a seamless flow of ideas from one language to another (in the form of cultural programmes)

Each teacher becomes responsible for language development in the following ways: (IBO, A framework for understanding multilingual profiles- Language and learning in IB Programme)

- Helping students to acquire the respective skills of listening and reading and the productive skills of speaking and writing
- Enabling students to acquire basic interpersonal communicative skills to enhance social interactions
- Inculcate critical literacy and develop the art of using language to be more articulate, precise and clear in communication
- Enabling students to cope with the rigour of academic disciplines
- Ensuring students 'learn to read' and 'read to learn', 'write to learn' and learn to write'
- Make students familiar with the difference between academic and creative writing and help them develop skills for both
- Facilitate learning of new vocabulary that is subject specific
- Develop the skills of literary analysis and critical literacy to appreciate and critique oral and written texts

IBDP Language Practices

1. The IB recognizes English, French and Spanish as working languages.
2. The DP can be taught in the working languages.
3. Language courses are offered in two subject groups, namely Group1 – Studies in Language and Literature and Group 2 – Language Acquisition.
4. The School has presently opted for the **Language and Literature course in English (Group 1)**.
5. In Group 2 the IB offers two modern language courses- namely Language B for students who have some experience of the language and Language ab initio for students who hardly have any experience of the target language. In Group -2, the school has opted for **Hindi** as Language B and for **French and Spanish** as Language ab initio as well as Language B.
6. The IB encourages multilingualism as a way of recognizing pluralism in the global context.
7. Language Learning in IBDP lays special emphasis on cognitive academic language proficiency as well as on literary analysis and critical literacy.
8. Special attention is also given to the development of the mother tongue to enhance the confidence of pupils and inculcate the love of language learning.
9. The IB recognizes multilingualism as a resource and encourages pluralism.

(IBO, A framework for understanding multilingual profiles- Language and learning in IB Programme)

School Language Profile

Catering to a cosmopolitan crowd, it is imperative that the school offers a range of languages including those that are commonly used for official and social interactions as well as those that are spoken at home by the students and the staff members. Both the staff and the students come from diverse linguistic backgrounds and English, which is also the primary medium of instruction in the school is evidently the lingua franca as it is the practice countrywide. The language of the native speaker is usually Hindi or Marathi that are taught as second Language in the school. Sanskrit is also taught in classes 5, 6 and 7 for basic competence. There is also a keen enthusiasm to learn a foreign language. Hence the IBDP section of the school offers Hindi, Spanish and French for ab initio and Language B programmes under Group 2 subjects.

With the changing focus and the introduction of the IBDP Course, Language Learning will be directed to achieve the following aims:

1. To enable students to use language effectively for learning and communication
2. To enhance understanding of all forms of communication- verbal and written
3. To enhance listening and speaking skills in languages
4. To enable students to analyze diverse forms of communication, grow familiar with different genres of language and literature and develop an awareness of the different ways in which language may be used.
5. To enable students to use language most accurately, appropriately and effectively to express themselves
6. To promote aesthetic appreciation of literature
7. To encourage students to make enriching connections between group 1 and group 2 languages
8. To encourage students to appreciate other cultures and develop a keen understanding of their cultural ethos.
9. To enable students to recognize the importance of the mother tongue as the language that provides cultural identity.

10. To encourage students to develop a multilingual profile that can make them appreciative of all languages and communities that speak them
11. To ensure that students understand the intricacies of languages they use and remain aware that they have some unique characteristics that make them different and beautiful
12. To help students develop a good understanding of a foreign language that can be intellectually stimulating
13. To foster a spirit of inclusiveness and internationalism through the study of a foreign language.

Transition from IGCSE, CBSE, ICSE and the State Board to the IB

- The school receives students primarily with an IGCSE, a CBSE, an ICSE or a State Board background.
- Students from IGCSE backgrounds are well-versed with the requirements of language learning in the IBDP.
- Students writing the ICSE examination are widely exposed to a diverse range of texts in English including a Shakespearean play, short stories and poetry.
- They are also made familiar with linguistic devices required for critical appreciation of texts.
- Grammatical concepts of all languages (Types of sentences, modals, verb forms, punctuations, analysis and synthesis of sentences, reported speech) are tested in ICSE
- Students also acquire skill in orderly and coherent presentation of content, use of appropriate vocabulary and style in writing and use of correct punctuation and grammar
- Familiarity with different forms of writing- formal and informal letters, articles and essays; comprehension skills acquired.
- However, the approach to reading a text, seen and unseen, by way of annotations and close reading needs to be developed for students from ICSE, CBSE and State Boards.
- With appropriate linguistic competence it is expected that the transition from ICSE to IB would be smooth. A similar pattern of study with emphasis on critical literacy is followed in the ISC, a course parallel to IBDP in the school.
- However, it has been found that students from IGCSE are better equipped to comprehend the requirements of the IBDP course. Students from the other boards opting for foreign languages usually have some familiarity with the language but do not have the required competence to match the requirements of the DP program. Hence a time period of 30 to 45 days is allotted for developing the required skills in these language areas before beginning the DP curriculum. Respective subject teachers take note of speaking and writing skills that need to be developed in this course of time to bridge the gap.

- Students are tested for their linguistic competence before admission to the IBDP course through the caliber test (www.callidolearning.com) the results are used to reflect on the competence of the students and help them to bridge the gap. (Link with Admissions Policy)
- In the duration of the two-year course extra classes are taken for students who need additional support in language learning. (Link with Inclusion Policy)

Classroom Practices

Literary activities like extempore, debate competitions, poetry recitation and story-telling competitions are planned and conducted in the school to encourage reinforcement of learning.

1. Class discussions and presentations by students
2. Essay-writing, poetry writing and story-writing conducted to encourage creativity
3. Reviews of books, films, plays and cultural programmes are discussed and written (Library Activities)
4. Stage performances and role plays are encouraged as effective ways to enhance language learning.
5. Workshops and periodic meetings of staff members are conducted to discuss literary contributions and plan effective teaching strategies.
6. Mother tongue development is effected through diverse activities like cultural programmes, skits, conduct of the morning assembly, news reading, recitation, celebration of festivals, language learning and musical programs.
7. Use of the virtual classroom (zoom, google meet during lockdown) and technological tools (jamboard, padlet, kahoot, google forms and google classroom) to conduct classes from home.

Assessment (Link with Assessment Policy)

1. Students are required to take both formative and summative assessments.
2. Formative assessments include individual/group presentations, debates, quizzes, storyboard activity, listening and speaking activities, group/ pair work, padlet and jamboard activities, chart work and written assignments.
3. Listening and speaking skills are also assessed as part of group 2 internal assessments.
4. Individual oral with specific focus on a global issue and linking a literary work with a non-literary work or a body of non-literary works by the same author is assessed as part of group 1 internal assessment.
5. Higher level students of English Language and Literature (Group 1) write several drafts of HL essays as preparation for the final HL essay that is externally assessed in the DP final examination.
6. Summative assessments are conducted at the end of each of the two terms in both year 1 and 2.
7. Adequate weightage is given to all assignments.
8. The assessment criteria and exemplars are made available to students.
9. All assessments are conducted as per the guidelines laid down by the IBO.
10. Library resources have been identified for use by students for their extended essay and other references.

Link with ATTL

- Group Activities, Pair Work (Social Skills)
- Making posters to promote a destination, Class discussions on social issues, Debates (Critical Thinking)
- Research on literary works, cultural mores/ practices as a part of class activity
- Presentations, class discussions, collaborative activities (chart work/ poster making/ group presentations), listening and speaking skills (Group 2 IOA), Oral Commentary (IO Group 1 English) (Communication)
- Timely submissions, practice paper solving, worksheets, students are graded on their self-management skills.

Link with CAS

Panel discussions, street plays, debates, assembly programs to promote different languages and debates on current and academic issues are conducted jointly by the CAS coordinator and language teachers.

Link with TOK

- Chosen optional theme of 'language and knowledge' (TOK) helps to explore language as a tool for producing, sharing and receiving knowledge.
- Debates on current issues conducted for language development help to develop critical thinking skills.
- Questions discussed in class for text analysis include exploration of TOK concepts:
 - How do authors use language to persuade or convince the target audience? (evidence and justification)
 - Are moral or aesthetic judgments more a matter of individual perception than a matter of truth? (perspective, culture and values)
 - How do literary works challenge/reinforce traditional cultural values? (culture, values, responsibility)
 - How does language enable humans to represent their view of reality? (truth, perspective, interpretation)
 - Can literary works present objective truth or are they fabrications representing the author's subjective views of reality? (truth, objectivity)
 - How do literary works demonstrate the shaping of human relationships / human accomplishments as a product of the dynamics of power hierarchies? (power, perspectives)

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Works Cited

IBO. *A framework for understanding multilingual profiles- Language and learning in IB Programme.* n.d.

—. *Language and Learning Guide.* n.d.

- IBO Language guides

