



**Smt. SULOCHANADEVI SINGHANIA  
SCHOOL (IBDP)**

***SCHOOL LANGUAGE POLICY***

*Version 3: Reviewed May 2024*



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



**SMT SULOCHANADEVI SINGHANIA SCHOOL**  
**THE SINGHANIA IB LEARNER PROFILE**

**PROACTIVE**



We make things happen!

**EMPATHETIC**

We share the experiences of others as our own!



**RESILIENT**



We find the inner strength to overcome the most difficult of situations with creative solutions.

**CREATIVE**

We use our imagination to think out of the box!



**SELF-ASSURED**



We have confidence in our own abilities!

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## School Language Policy

### School Language Philosophy

Smt. Sulochanadevi Singhania School (IBDP) recognises that language is the prime tool of communication or a medium of instruction in schools and colleges, therefore all teachers are language teachers. It is an effective medium to connect to a wider community, helping bridge cultural differences to promote peaceful and harmonious living as well as a means to develop higher order thinking skills. In addition, the school considers the regional language to play a significant role in the cognitive development of the student.

### School Language Profile

Meeting the needs of a diverse community, the school must provide a variety of language options, encompassing those commonly used for official and social purposes, as well as those spoken within students' and staff members' households. With a multicultural staff and student body, English serves as the primary medium of instruction, reflecting its status as the nationwide lingua franca. The two main native languages, Hindi and Marathi are taught as second Language in the school till grade 10.

Every student must choose a level of the subject from Group 1 and one subject and its level from Group 2. The choice of language level depends upon the student's preference, level of proficiency and literacy in that language and his/her overall potential in achieving the Diploma Programme requirements.

The following table illustrates the languages taught, stage of introduction and choice of language at Smt.Sulochanadevi Singhania School IBDP

Languages	IB Diploma Programme (DP)
English (Group1)	Language of instruction at HL/SL
Hindi B (Group 2)	Choice:Hindi or French/Spanish at HL/SL
French/Spanish (Group 2)	Choice:French/Spanish Abinitio or B at SL

## **Aims of Language Learning**

- To enable the development of communication skills- ‘oral, aural, and written’.
- To promote intercultural understanding and appreciation
- To develop proficiency in more than one language for enhancing interpersonal skills
- To develop diverse sensibilities and perspectives through the acquisition of cultural knowledge

## **Objectives of Language Learning**

The learner is able to:

1. comprehend, read, speak, and write all the languages learned.
2. experience language in imaginative, original and diverse ways through all genres and disciplines.
3. identify the nuances of verbal and non- verbal communication in different cultural contexts.
4. receive support of the mother-tongue.
5. appreciate linguistic and cultural diversity through an understanding of the importance of plurilingualism.
6. identify Hindi as the lingua franca; English, however, remains the primary mode of communication.
7. develop competence in another foreign language. Spanish/French ab initio and B- SL are presently offered to students based on their interests and exposure to the language chosen.
8. communicate keeping in mind the logical, mechanical, emotional and critical components of any discourse.
9. relate and reflect on connections between ideas and real-life experiences through meaningful dialogue.

## Responsibilities of Stakeholders for Language Learning

### Students

- **Engagement:** Actively participate in language learning activities both inside and outside the classroom.
- **Responsibility:** Take ownership of their language learning journey by setting goals, seeking support when needed, and reflecting on their progress.
- **Respect:** Demonstrate respect for linguistic diversity and cultural differences within the school community and beyond.

### Teachers

All teachers are responsible for the language development of students. As "experts of subject area language,"

- develop awareness for the language through adequately incorporating respective register and correct terminologies.
- undertake differentiation in learning to meet the diverse linguistic needs of students.
- inculcate critical literacy and develop the art of using language to be more articulate, precise and clear in communication
- help students to acquire the respective skills of listening and reading and the productive skills of speaking and writing
- enable students to acquire basic interpersonal communicative skills to enhance social interactions
- ensure students 'learn how to learn' the chosen languages
- make students familiar with the difference between social, academic and creative writing.

### Parents/Guardians

- **Language Maintenance:** In contexts where there are multiple languages spoken, parents have a responsibility to maintain and nurture proficiency in heritage/ native language. This is important for cultural preservation and identity-formation of learners.
- **Language Attitudes:** Parents' attitudes towards different languages can influence their children's attitudes and motivation towards language learning. Encouragement and positive reinforcement are crucial in fostering a supportive language learning environment.

## School management/ Leadership

- Allocate resources and support services to ensure equitable access to language instruction for all students.
- Provide opportunities and create avenues to enhance language learning. For eg: Student exchange programmes, etc.

## Recognition of Mother Tongue:

The school develops respect for Indian languages through many engagements like special assemblies, festivals and CAS activities etc. This has helped us achieve the important objective of education and development of respect for language, culture, tradition of our student and teacher community. In addition to celebrating Language Week, we also celebrate Hindi Day on 14th September. Our library and resource room has books to cater to Hindi in addition to English, French and Spanish language books.

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 etc. 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)

## Mother Tongue Support:

The School recognizes that mother tongue is an integral part of an individual's identity and it is important to affirm value and promote students' mother tongues. It also recognizes the need for developing and maintaining student's mother tongues. This belief encourages the attributes identified in the IB learner profile, as well as promotes responsible action and international-mindedness. The school recognizes that multilingualism is an essential aspect of the typical classroom. Teachers are encouraged to use this in the best way possible without undermining the importance of development of English as a lingua franca\*.

- The school library has a variety of books and periodicals in Hindi, Marathi, Spanish, French. Students are encouraged to issue books from the library on a regular basis. A variety of games, quizzes, skits etc are organized in the school.
- The school also has presentations in the school assembly on various languages. These presentations highlight the richness and culture of the language through music, dance etc. The linguistic diversity of the school community is a rich resource for the mother tongue programme and the school makes active use of it in such opportunities.
- The parent community is also actively encouraged to collaborate, develop and maintain the mother tongue of their child and encouraged to view English as an additive and not a subtractive language.



## **IBDP Practices for Language Learning**

The IB recognizes English, French and Spanish as working languages. The DP can be taught in the working languages.

Language courses are offered in two subject groups, namely Group 1 – Studies in Language and Literature and Group 2 – Language Acquisition.

The School has presently opted for the **Language and Literature course in English (Group 1)**.

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.

The IB encourages multilingualism as a way of recognizing pluralism in the global context.

Language Learning in IBDP lays special emphasis on cognitive academic language proficiency as well as on literary analysis and critical literacy.

Special attention is also given to the development of the mother tongue to enhance the confidence of learners and inculcate the love of language learning.

The IB recognizes multilingualism as a resource and encourages pluralism.

DEAR - Drop everything and Read - a practice that encourages students to read anything including listening to audiobooks to promote engagement with their mother tongue

Self Taught using different support tool like: DuoLingo

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

## Pedagogical Practices

In accordance with the IB Language and Literature guide, “Approaches to learning can be taught, improved with practice and developed incrementally, through implementing a number of approaches to teaching.”

Teaching Approach	Activities
Inquiry-based	<ul style="list-style-type: none"> <li>● Encourage individual lines of inquiry and student choice in creating tasks</li> <li>● Engage in creative tasks (written, oral, visual arts) -</li> <li>● Design individual and group research tasks based on student questions and interests -</li> <li>● Explore contributions of other areas of inquiry (historical, philosophical, psychological) to reading experience - Use problem-solving approaches to texts</li> </ul>
Conceptually focused	<ul style="list-style-type: none"> <li>● Move from concrete to abstract by exploring broader conceptual concerns</li> <li>● Explore different formal representations of literary texts. Apply conceptual frameworks to texts</li> <li>● Design activities around the concept of transformation. Ground close investigation of texts on broader conceptual discussions</li> </ul>

Collaborative Learning	<ul style="list-style-type: none"> <li>● Design activities encouraging interaction and negotiation among students</li> <li>● Use literature circle protocols for structured discussions - Implement peer-assessment activities</li> <li>● Provide opportunities for group presentations or performances</li> </ul>
Differential Learning	<ul style="list-style-type: none"> <li>● Select challenging but accessible texts</li> <li>● Plan activities catering to different learning preferences Use varied strategies for in-class groupings</li> <li>● Incorporate multimodal texts to cater to students with diverse learning styles</li> <li>● Encourage real-world opportunities to explore cultural contexts and make links to other subjects</li> </ul>

## Assessments of/for Language Learning

### IBDP – International Baccalaureate Diploma Program at Smt.Sulochanadevi Singhania School IBDP

Framework	Assessment
<ul style="list-style-type: none"> <li>● English A - Group 1 - Language and Literature [Compulsory] (Standard and Higher level)</li> <li>● Group 2: Language Acquisition course (All skills*)</li> <li>● Hindi – Language B (Standard and Higher level)</li> <li>● Spanish and French – Language B (Standard level)</li> </ul>	<p>Criterion referenced assessment</p> <ul style="list-style-type: none"> <li>● Formative and summative assessments</li> <li>● Mark scheme-based assessment</li> <li>● Regular feedback on assessments</li> <li>● Peer assessment</li> <li>● Diagnostic tests for English, French B and Spanish B</li> </ul>

- French ab initio (Standard level)
- Spanish ab initio (Standard level)

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

This table succinctly summarizes the key points from the provided information regarding student backgrounds, transition to IBDP, language proficiency assessment, and extra language support.

Student Background	Summary
<b>IGCSE</b>	- Familiar with IBDP language learning
	- Smooth transition to IBDP expected
<b>ICSE</b>	- Exposed to diverse English texts
	- Familiar with linguistic devices
	- Tested on grammatical concepts
	- Skills in writing and comprehension acquired
	- Need to develop close reading skills

<b>Transition to IBDP</b>	- Smooth transition for ICSE and ISC students expected
	- IGCSE students better equipped; others may need 30-45 days to develop skills
<b>Language Proficiency Assessment</b>	- Caliber test conducted before IBDP admission; reflects student competence and helps bridge gaps
<b>Language B Proficiency</b>	- Language proficiency assessment (oral and written) conducted; proficiency required for Language B
<b>Extra Support</b>	- Extra classes provided for students needing additional language support during the two-year course

## Review

The School Language Policy will be reviewed every three years for additions and modifications and will involve the active participation of teachers, administrators, parents, students and school leaders through the formation of an assessment committee.

## Citations

1. IB Language Policy <https://www.ibo.org/globalassets/new-structure/assessment/pdfs/ib-language-policy-en.pdf>
2. IB English A Language and Literature guide- 2021