



IN OMNIA PARATUS

INDUS
INTERNATIONAL SCHOOL
PUNE

LANGUAGE POLICY

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LANGUAGE POLICY

1. Philosophy

The Indus International School recognizes that language is fundamental to all learning because it permeates into the entire curriculum. We believe that language is a vital and intrinsic part of life. Therefore, throughout the school curriculum we foster the development of language instruction, world languages and use of mother tongue. The school recognizes that language, like all things in life, requires structure but structure alone does not constitute a language. We recognise that every teacher is a language teacher and that language itself is transdisciplinary. We support the acquisition of language through its usage and its use to acquire and pass on understanding of the same. We recognise and appreciate that language is a tool to express many different perspectives and encourages an exploration of the same.

The school promotes and inspires use of the mother tongue by requesting parents to continue speaking, reading and writing the language at home along with a reiteration in the English language. The school wants to imbibe in its children, a sense of pride and cultural belonging, especially while using their native language.

Above all, we at IISP work towards instilling an appreciation of language that will fuel life long learning.

2. Rationale

In this respect all students should

- Experience language in all forms and disciplines
- Develop a respect and appreciation for language and literature
- Use language effectively to communicate
- Develop communication skills (Reading, Writing, speaking, listening, viewing and presenting) essential for a global citizen.
- Use language as a vehicle for gaining understanding to ensure the usage of language as a vehicle for thought, creativity, reflection, learning, self expression and social interaction.

- Develop cultural awareness and an international outlook through language
- Be aware of the technical influences and trends in language
- Learn about language in a variety of ways. Learn more than one language (above the age of 6)
- Helping stakeholders, including parents, become involved with planning and developing their child's language profile.
- Helping mother tongue speakers maintain and develop their own language

3. Aims of this Language Policy

- To ensure that all language instruction is in line with the philosophy
- To ensure a varied approach to language instruction and assessment.
- To ensure that all strands of language are incorporated in its instruction (Metalinguage, Transdisciplinary language, Literature)
- To ensure that language instruction is provided at a grade appropriate level and that, taking into consideration cultural diversity, provision is made for appropriate enrichment and support.

- To seek and ensure continuous improvement in language skills for all students.
- To ensure articulation and synthesis across the grade levels in connection to language instruction.
- To ensure that a lifelong learning interest in reading is developed

4. Languages offered at Indus

English is the language of Instruction right across the school. Other additional Languages that are offered are -

4.1 In the PYP:

Hindi	Grade 1 → 5
Spanish	Grade 1 → 5
French	Grade 1 → 5
German	Grade 1 → 5
ESL	Grade 1 → 5

4.2 In the MYP:

Hindi	Grade 6 → 10
Spanish	Grade 6 → 10
French	Grade 6 → 10
ESL	Grade 6 → 10
German	Grade 6 → 10
Thai/Korean	Grade 9 and 10

4.3 In the DP:

Language contributes to the development of international understanding and has a major role in the school. The school recognize and support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme and in the social life of the school. The correlation between mother tongue development and academic achievement, including acquisition of other languages is acknowledged. The school strives to ensure that each student feels proud of his/her own language and develops the ability to use more than one language.

At the Diploma Level we offer English as a Group 1 AI subject. Additionally, the option of A1 School Supported Self Taught is made available to students whose language is not English. English is also offered as a Language B option under Group 2 along with Hindi at the Higher and Standard Level, French at the Standard and Ab initio levels, and Spanish also at the Ab initio level. Choice of language by a student depends on his proficiency in the language, preference, and requirements of the Diploma Programme options.

The table below unfolds the language choices:

Group I AI Higher or Standard Level	Is for a fluent language user: - studying in her/his most competent language	WE OFFER: English
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<p>AI School Supported Self Taught</p>	<p>- normally this is the language of the environment to which the student has been exposed from an early age or for an extended period.</p> <p>Students will: - study literary texts and demonstrate analytical skills in writing and speaking</p> <p>Is for a fluent language user: -- whose proficiency in the language is very high because he has been exposed to the language from an early age -- who has had an exposure to the language for an extended period of time - whose language is not English</p>	<p>Language offered on request</p>
<p>GROUP 2 Language B Higher or Standard Level</p>	<p>Is for a language learner: - who has studied the language at least for three years - who has a comfort level with the language but wants to improve on it further by acquiring greater fluency</p> <p>Students will: - learn to communicate effectively in a language right from everyday exchanges to the study of literary texts - gain insights into the culture of the target language - develop mastery of language skills</p>	<p>WE OFFER: Language B English B French SL Hindi HL & SL</p>
<p>Ab Initio Standard Level</p>	<p>Is for a beginner who: - Has little or no experience of the target language - wants to further improve on and develop his linguistic skills in the target language</p>	<p>WE OFFER: French Spanish</p>

5. Roles and Responsibilities

While language is the responsibility of all teachers, there will be a language committee that will be responsible for the creation and adaptation of the language programme in view of

current research and the implementation of the same. The committee will include teachers, administrators and specialists across programs to provide a range of perspectives.

6. Time Schedule for Language Instruction

6.1 In the PYP

While we recognise that every teacher is a language teacher and thus language instruction cannot truly be a separate unit. We allocate specific time for the acquisition of language skills as follows:

- 6-8 hours a week for English language (medium of instruction)
- 1-2 hours a week for Additional Language instruction (second language or ESL)
- ESL/ Mother Tongue Support as individual cases/requirements demand. In the case of students who find it challenging to communicate in English – 3 period a week is allocated until basics of the language have been achieved. This will be phased out to twice a week until the student is more comfortable communicating in the English language independently. There on the Student will receive 1 period a week as ESL support until the ESL teacher in conjunction with the parents are of the opinion that ESL support is not required.

6.2 In the MYP

- 4 hours a week for Language A (medium of instruction)
- 3.5 hours a week for Additional Language instruction
- ESL/ Mother Tongue Support as individual cases /requirements demand

In the case of students who are unable to speak English at all a basic language course of offered along with Mathematics, individuals and societies, PHE and design for 2 months. Following this, 1 period every day until survival English is attained. This will be phased out to thrice a week for 1 period until the student is more comfortable in using English independently. There on the student will receive 1 period a week as ESL support until the ESL teacher in conjunction with the parents are of the opinion that ESL support is not required.

6.3 In the DP

In keeping with the requirements of the IB Diploma Programme of 240 hours and 150 hours of instruction time respectively, for the Higher Level and Standard Level courses, we allocate the following number of hours to language teaching:

Language A1	Higher Level 4 Hours per week Standard Level 2 Hours 40 Minutes
Language B	Same as above

7. The Written Curriculum

7.1 In the PYP

The school will create its own Scope and Sequence documents for all language instruction based on the IBO exemplar documents. In addition to this, there will be an overview and check sheet for specific learning outcomes in Language at each grade level. A range of text books will be used as resources for attainment of specific goals in Language. The scope and sequence documents will be reviewed at the end of each year by the Language committee for any changes or updates.

Specific Requirements

- Each grade level from grade 2 will conduct a novel study.
- By the end of the year, each grade level must have addressed all of the learning outcomes outlined in the grade overview.
- All strands of language must be offered: oral (speaking and listening), written (reading and writing) and visual (viewing and presenting).
- Language must be integrated into the Programme of Inquiry where ever deemed appropriate, and must constitute to strengthen and refine language strands.

7.2 In the MYP

- The School is putting into place Vertical – Horizontal Plan for all language instruction.
- In addition to this, there will be an overview for specific learning outcomes in language at each grade level
- A range of resources will be used for attainment of goals, which will comprise of literature based on a variety of culture & world literature
- Each Grade will be exposed to literature which will include poetry, prose(short stories & novels) & drama
- All macro-skills will be 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
- Language is a part of inter-disciplinary unit
- Separate Language Camps are conducted for foreign students who join with little or no knowledge of English (as it is the medium of instruction for all subjects at school). Students who enroll in the language camp begin with studying English along with Mathematics, Design, the performing and visual art and PHE. An independent teacher with a separate timetable is created for these students. This camp is conducted for a period of two months after which students phase to studying the rest of the subjects through the year which includes their second language option along the individuals and societies and the Sciences. Students continue to be supported through the year by

the language camp teacher who is available to help them with understanding and providing simplified notes for the rest of the subjects being studied.

- The development of mother tongue is supported strongly in the MYP through various strategies. Students are actively encouraged to practice their mother tongue through assemblies, cultural celebrations and class presentations. Students learning English as a second language are encouraged to reflect and present their understanding in their own mother tongue. The usage of Google translate as well as digital dictionaries is encouraged to enhance student understanding and ensure that foreign students are comfortable in the classroom. Students are assigned buddies who help with language translation if required.
- Students choosing language and literature and language acquisition courses at the start of grade 9 have to meet MYP requirements conducted as prior knowledge assessments. Students continue with the same language acquisition course through all MYP grade levels until and unless they achieve a satisfactory proficiency in phase 4 in order to transfer to another language.

7.3 In the DP

At the Diploma level, the written curriculum will meet the demands of the various descriptors in the assessment criteria of the AI and Language B programmes. It will encourage a personal response that is a result of reflective critical thinking and analysis.

8. Methods of Instruction

8.1 In the PYP & MYP

- Methods of instruction must be aligned with recent research in the area of language instruction (MI, differentiated instruction, skill based approach, and international pedagogical practices that reflect on enhancing thinking skills etc.)
- Language should be approached through an inquiry-based method
- Support for Metalanguage will be provided by resource books which will act as an instrument to enhance language capabilities and not reflect as the sole medium for instruction
- Transdisciplinary/interdisciplinary language and literature will be integrated where possible
- Language will be offered through differentiated instruction to address support and enrichment requirements.
- English will be the language of instruction, however, to assist ESL students with inquiry, they might require assistance with translations and can be permitted to use a dictionary, have buddy translators or parents volunteers can be invited to make initial translations. Parents are also requested to write down key words in their native language to help children feel settled.

8.2 In the DP

At the Diploma level students are treated as independent learners with the teacher assisting them in their effort to progress as fast and as far as they can possibly manage. Teachers

outline the syllabus, offer exercises and assignments, provide regular and detailed feedback and use the classroom scene to practice interactive responses using the target language most of the time.

All references, like textbooks, grammar, cultural information etc. are either provided by the subject teacher or students are guided where to find further information.
English will be the language of instruction for all subjects.

Non English speakers are allowed to use dictionaries to enhance understanding.
Students are encouraged to read books that are available in translation in mother tongue.

Students are encouraged to work on their mind maps in their mother tongue for Theory of Knowledge (TOK) and Extended Essays.
Elements of ToK will be incorporated into the teaching of Languages

To support the learning of the mother tongue in the DP, we offer the AI School Supported Self Taught option.

We encourage students who are native speakers of the languages offered in the Language B programme, to help students who require additional support and assistance.
Role plays, debates, quizzes, film appreciation, provide active scaffolding and are effective methods of language learning in the Diploma Programme.

9. Assessment

The specific learning outcomes created by the school for language will form the basis for assessment. Assessment of language, both formative and summative, will be integral to learning and teaching and fully incorporated into the programme. Evidence of assessment must be recorded periodically as a basis for evaluation.

9.1 In the PYP

Reporting on language will occur as follows:

- First term and second mid-term report (Oct/Feb) – Check boxes for specific skills and anecdotal comments, aligned with the formative and summative assessments in relation to Units of Inquiry
- Final term Report Cards (June) – Check boxes for specific skills and anecdotal comments , aligned with the formative and summative assessments in relation to Units of Inquiry
- At PTCs
- Portfolios to demonstrate learning journeys
- Students will comment on their own development during the SLC in June.

The specific criteria for assessment in the term report must relate to the language scope and sequence documents for that grade level. All skill-evaluations must be based on specific assessment records.

The language report criteria must come under the following headings:

- Oral – Speaking and listening

- Written – Reading and Writing
- Visual – Viewing and presenting

Assessments methods should be varied to suit different learning styles. Assessment tools could include:

- Anecdotal records
- Student work samples
- Peer/self assessment
- Teacher designated assessments (prior knowledge, formative and summative)

Aside from assessment of skills, attitudes, learner profiles and work habits should also be addressed in the report through the ‘individual comment’ section.

The program coordinators and HOS will review language report *templates* to ensure they are specific, appropriately worded aligned with skills and language strands and also reflect on giving constructive feedback.

The ESL/Inclusive Education department will provide the comments for their students and these will be added to the main report.

9.2 In the MYP

Students who are not native English Speakers attend ESL classes in lieu of English as they are unable to cope with the extent of the English language and literature course taken by all by native speakers in grades 6,7,8. As soon as their language skills develop such that they experience success in First Language English classes, they are transferred out of ESL. However the ESL department will still support their language development through all the subject groups..

Reporting on language will occur as follows:

- Formatives–It is not necessary that each task assesses every criterion. The teacher must ensure that in all the formative tasks given to the students all criteria are assessed at least twice in a reporting period.
- Summatives – based on Summative assessments held in December and June as well as some formative tasks done during the months of October to December. If all criteria are not assessed in the summative assessment, then the teacher must ensure that each criterion is assessed twice through formative tasks before the assessment period is completed.
- PTMs – Parent Teacher Meetings are held once each term. During this time, the teachers share with the parents and student the progress of the child; while showcasing samples of the student work in support of the feedback given.
- Evidences- Digital evidences as well as projects, written assessments are maintained on the server.

Apart from assessment of skills, attitudes and work habits should also be addressed in the report through the ‘individual comment’ section.

The program coordinator will approve all language report *comments* to ensure they are age-appropriate, appropriately worded and complete.

The ESL/SEN department will provide the reports for their students and these will be added to the main report. However, in cases where ESL/SEN children are involved in language class-work with the rest of the class, the class teacher should comment on progress noted.

9.3 In the DP

The DP Language assessment is rigorous, criterion-referenced, consistent, and differentiates according to student ability. The specific learning outcomes expected through the study of languages over a period of two years, in keeping with the specific requirements of the aims and objectives of language teaching at the Diploma level, will form the basis of assessment.

Assessment of language, both formative and summative, will be integral to learning and teaching and will be fully incorporated into the programme. Evidence of assessment will be recorded periodically as a basis of evaluation.

All written components of the final examination are assessed externally, while the Oral Component is initially assessed internally by the language teachers, and then moderated externally by the IBO.

Assessments are based on the IB criteria and assignments, which test the skills of learning and for learning.

There will be four assessments and assignments per term in the languages, as in the other subjects. Assessment tasks are designed to test the required skills in the languages.

There will be two summative examinations, in December and June, as with the other subjects. An ongoing feedback is given on student progress in language learning. We understand that the Diploma students come from different language backgrounds and that they will all progress at a different pace.

10. English as a Second Language (ESL)

The main aim of ESL support is to facilitate complete integration of students on social and academic levels.

ESL support will be offered on a case-by-case basis to students who are native speakers of languages other than English. Children from these backgrounds will be observed by the grade teachers and ESL teachers to determine if they require ESL instruction.

ESL support is offered for various levels and purposes. ESL students may require anything from basic spoken language instruction to advanced-level written-skills enhancement. Students will be taken out of mainstream classes, usually English or second language, and given support in all four skill areas (Reading, Writing, Listening and Speaking) as well as explicit Grammar instruction. ESL classes will not number more than 6 or less than 2 per week per student.

Math and UOI integrated teaching will also feature where possible, mainly in terms of concept and vocabulary support. Students will also receive help in projects and other assessments where required.

Students who are in the Intermediate to Advanced category will also be a part of their regular English class-work as much as possible, and will be assessed by their grade-teachers as such. ESL has its own report card with pre-set standards and benchmarks.

11. Development and maintenance of mother tongue

Development of mother-tongue language is crucial for cognitive development and in maintaining cultural identity. It also has the potential to increase intercultural awareness and understanding, and enables students to remain in touch with and retain a positive attitude for the language, literature and culture of their home country. This allows students whose mother tongue is not the language of instruction to be well accommodated into the mainstream curriculum. By providing support to a student's mother tongue we enable the students to remain in touch with, and maintain esteem for the language, literature and culture of their home country. It also facilitates readjustment to life in the home community and education system should they return to their home country

11.1 In the PYP

To support and further their learning journeys of their mother tongue, we offer varied opportunities- e.g.: German, French, Spanish, Hindi and ESL to build and refine, a child's abilities to communicate and express his/her thoughts.

This will in turn empower children to present/reflect on their understanding of mother tongue. (Refer to; Appendix 8.1)

Indus is also striving to develop its library resources for mother tongue support such as: picture dictionaries, bilingual dictionaries, literature in various languages, as well as translations of literature from various languages.

Additionally, parents are invited in on a regular basis to share their language and culture in classroom presentations.

11.2 In the MYP

To support the Mother tongue language a number of instructional methods are taken into account

- To have a specialist language teacher
- Teachers of specific subject groups to be trained in the strategies that give students access to the content of the subject groups
- Scaffolding of learning – Differentiated Instruction to be applied in terms of content, assessment & learning styles
- Produce schemes of work that enable students to reach the objectives of each subject
- Aim to ensure that lack of competence in the language of instruction does not interrupt or hamper their cognitive & academic progress as little as possible
- Allow the students to express challenging tasks in their mother tongue which can then be translated
- Reflections of learning to be done in the mother tongue
- Modified Criteria to be used
- Appoint a buddy who can help them in the class
- Diluted notes/points to be given by the teacher to the students

- Parent Orientation
- Counseling parents in helping the students maintain & develop the mother tongue

11.3 In the DP

Mother Tongue support in the DP is extended to students through to the School Supported Self Taught option. It is recommended that student and tutor meet, on average, for two hours every two weeks with work being set for the student to complete independently. The recommended contact time between tutor and student assumes that the student's recording skills and awareness of the cultural background of the language concerned are as good as those of his/her educational contemporaries in the country of origin.

In addition, native speakers of a language, with a high proficiency level are encouraged to help other students with lesser proficiency in the language during and after school hours.

The school library has ample book and audio visual resources in all the languages offered. Students are encouraged to use these resources. DP students can also do their mind maps in ToK and Extended Essays using their Mother Tongue and translate these into English later on.

12. Inclusive Educational (IE)

Children with learning challenges or difficulties will be observed by the IE department and teachers responsible will then develop a course of action in collaboration with the home room teacher and parents, in the form of an Individualized Educational Plan (IEP). The IBO / CIE will be informed of the special requirements of the aforesaid students, and permission will be sought in advance in order to prevent any disadvantage to these students at the time of the final IB-DP / IGCSE examinations. Students with learning challenges often have delayed language development and are unable to cope with two languages at a time. Keeping this in mind the students in the DP are encouraged to enrol for the Certificate Program where the study of an additional language is not mandatory.

In addition, their first language is often not as fluent as it needs for them to be successful in their academics. Exposure to an additional language is only encouraged if it does not hamper the development of the primary language. Students up to Grade 7 are encouraged to keep up with an additional language if they are able to cope. In grade 8, if their first language, English, is not developed adequately, students with learning challenges are encouraged to take ESL instead of English as a First Language.

13. Professional Development

In line with the school's commitment to professional development, there will be ongoing opportunities for teachers to attend both IBO and other workshops related to language development. Besides these existing platforms for professional development, in-house workshops will be held. At Indus we reiterate that every teacher is a Language teacher and to promote this, all teachers will receive regular in-service training for strategies and methodologies on how to teach students with a requirement of English as second language in the class. The HOS and Program Coordinator is responsible for providing material for

professional development and keeping teachers up to date on current practices in language instruction.

14. Resources

The Language Department will keep up to date with current available resources for language instruction and will put in their requirements for the next academic year one term in advance. A budget amount will be allocated for language resources on an ongoing basis.

The school has the membership of **British council Library** and **Alliance Francaise Library** to support the language learning at Indus International School. The school has also applied for **ASCD** membership to provide support to the professional development and classroom teaching in the school.

15. Parental Involvement

At Indus we recognise parental involvement is a key ingredient to success. Parents can be involved, at the teacher's discretion, in reading programmes, story reading, literacy sessions, in helping with the language learning program etc. but must adhere to the guidelines set out by the School.