



LANGUAGE DEVELOPMENT POLICY

Philosophy of Language Teaching and Learning

At SXHS, we create a challenging and motivating multilingual environment where the language of instruction is English. In a constantly evolving world with converging cultures, we not only need good national citizens but excellent global citizens who, while being rooted in their own culture, appreciate and embrace world culture. (IB Standard C3, Practice 7).

SXHS aims to nurture an appreciation of the richness and diversity of language. Language does much more than promote only cognitive growth; it is crucial for maintaining cultural identity and emotional stability. The acquisition of more than one language and maintenance of the mother tongue enriches personal growth and helps facilitate international understanding. (IB Standard A, Practice 7).

English is the medium of instruction at SXHS and is taught as the primary language. At SXHS, language is integrated into all areas of the curriculum. Every teacher within the school is considered a language teacher. (IB Standard C3, Practice 8).

Through the IB language programmes, we aim to develop confident, curious, competent and passionate readers, writers, viewers, presenters, speakers and listeners. Language is always taught meaningfully and in context. This context is ever evolving but the basis of which is real-life scenarios, the local area, and an expansive variety of text types. (IB Standard B2, Practice 11).

We encourage the learning of language through inquiry, allowing students to make connections with context, to explore and investigate. Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).

Aims of the Policy

The IB acknowledges the crucial role of language in an IB education and, as such, is committed to provide language development for all CP students. The aims of language development are to:

- Enable students to understand and use the language they have studied in context
- Encourage an awareness and appreciation of the different perspectives of people from other cultures

- Provide students with a basis for further study, work and leisure through the use of an additional language
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Language Profile of Students at SXHS

At SXHS the medium of instruction is English and students have been learning this as their first language from foundation. English is the stipulated language of communication for all purposes. English is a commonly accepted language in the host country. English is the school's internal working language, in which all operational and development activities take place. It is also the language of its governance, management and academic committees. The cultural and linguistic background of the majority of the student population is similar. Apart from English we are offering French as a second language for the students who opt for it.

The school understands that English as a language brings the learners on a common platform that helps them appreciate, understand and grow together. Group activities, school responsibilities and sports are other areas where the school discerns that multilingualism will enrich the personal development of a child and enhance intercultural understanding and international mindedness.

Apart from English the Learners are free to opt French for their Language Development.

The following points summarize the language profile of students currently studying at SXHS:

- Majority of the students (92%) have Hindi as their mother tongue/ native language.
- A small percentage of students (5%-8%) have other Indian languages as their mother tongue.
- Most students are second language learners of English. However, they are fairly proficient in the language and are able to communicate, comprehend and express themselves in varied situations. In case the students want to choose any other subject instead of English SXHS offers to cater to French also as an option.
- English is the medium of instruction and is commonly acceptable to all.

Strategies towards effective implementation of the language policy

Language acquisition encourages language learning, learning through language and learning about language (Learning in a language other than mother tongue in IB Programmes, 2008, p. 4). At SXHS we have organized our learning program to develop discrete skills in students through concentrated instruction in reading, writing, speaking and listening exercises. Teachers reinforce communicative skills in using social interactions to practice these skills in the classroom. The goal is to have students establish literacy through the application of language knowledge to other areas of their lives (Language and learning in IB Programmes, 2011). As IB DP candidates, students should be able to transfer the skills learned in language acquisition to other subjects in the Diploma curriculum, whereby utilizing all Diploma teachers as language teachers. In addition, the goal is to develop in our students an intercultural awareness, understanding, empathy, and open-mindedness to

others. The following strategies are suggested to ensure that every student is provided with an opportunity to explore his/her maximum potential:

- Using visible thinking routines such as graphs and data that would encourage them to analyse and make deeper connections with language
- Extempore
- Debate
- Theatre and Role Play
- Writing argumentative, persuasive articles/essays, imaginative stories, poetry etc.
- Editing and compiling articles and creative works for the school magazine.
- Preparing journals, blogs and reports on social issues, school activities and events.
- Making movies on socially relevant issues.
- Street Play
- Public Speaking, Compering and hosting school programmes
- Celebrating various occasions & festivals where learners take the initiative in organizing, managing, planning and conducting the events
- Participating in Intra - School and Inter - School debate, symposia, turn-coat competitions
- Oral, visual and written language are all present within planner activities.

Involvement of parents:

As an IB School, it is important for us to involve our parents meaningfully to provide students with an authentic environment so they can experience how their learning can be applied in the real world and make a difference to our extended community. We are including parents in our planning and we are working along with them. Their ideas and suggestions are helping us to design great learning experiences. At SXHS we cater to a highly educated and resourceful group of parents and we believe that effective partnerships with parents is key to our learners' language development. They would be directly and indirectly involved in adding to the learners' growth and development through regular parent-teacher progress evenings, meetings, newsletters and parent associations as we believe that our parents' wide-ranging knowledge and experiences can enhance learning. We plan to provide our learners some unique experiences in our community by bringing in a speaker or workshop that aligns with the concepts. Parents can be involved as special speakers, sharing their profession and/or passion through interactive workshops or presentations.

Responsibilities of the Head of School and Administration

- a. Ensure continuous and comprehensive professional development training of language teachers. Would ensure adequate and latest resources to teachers and students for language development.
- b. Communicate the values and expectations of the IB to teachers, parents, students, and community stakeholders.

- c. Would be responsible for providing resources for library and media services.
- d. Ensure the involvement of highly qualified and experienced language teachers to support the program.
- e. Ensure that the IB learner profile is firmly entrenched in the school culture.
- f. Encourage IB teacher articulation meetings to foster Approaches to Teaching and Learning practices.

Role of the Head of the Language Department and IB Diploma Coordinator

- a. Ensures that the staff is well informed of IB procedures and assessment practices.
- b. Oversees the implementation of the language program.
- c. Ensures the availability of textbooks, resources, and facilities.
- d. Regularly updates parents about their student's progress in language acquisition and development.

Roles and Responsibilities of the Teacher

Current instructional practices related to language teaching and learning include:

- a. To ensure smooth transitions of student skill acquisition between instructional levels; to plan instructional strategies, identify instructional resources for language teaching, and to address the goals and objectives of Approaches to Teaching and Learning.
- b. Assigning meaningful and significant assignments to students that encourage proficiency in reading, writing, speaking, and listening language skills.
- c. Providing appropriate and constructive written and verbal descriptive feedback to students on assignments and assessments.
- d. Communicating with parents, students, and the IB Diploma Coordinator regularly regarding student academic progress.
- e. Focus on the assessment of student learning outcomes in language proficiency more than covering subject content in textbooks.

Additional activities

- a. Student celebrations and festivals allow students to learn and participate in other cultural traditions through food, song, dance, and instrumentation.
- b. Weekend enrichment activities that include language teachers and students on cultural immersion field trips.

Support for mother tongue

SXHS believes in molding global citizens who are rooted to culture. In accordance with the IB philosophy, the mother tongue plays a pivotal role in appreciating your roots and culture. Students are given a broader perspective on the international aspect by learning a target language and thereby appreciate the similarities and differences between their own cultures and those of the target language by reflecting on cultural values and behaviors. Therefore, strengthening aptitudes in students' mother tongue is necessary to help students appreciate their own culture as well as others'.

The mother tongue is also promoted in the school continuously as learners are continuously involved in activities that integrate the mother tongue with their school projects and activities. Socially relevant activities that encourage the learners to interact with the society in general; some examples are :

- conducting interviews which can be written and published or presented as a video report. This helps in understanding, interacting and empathizing with people from different social, cultural as well as financial groups.

- Exposure to regional and host country culture and language is also experienced during completion of the service learning element of the core when students directly interact with the local community.
- The library plays an integral role to support the mother tongue and has many resources and material available to students. Towards enforcing the importance of preserving regional culture and languages, the school will organize various cultural trips for students and teachers.

Language development as an IBCP core

Students are actively encouraged to aspire to learn a language other than their best language, such as English. Language development as a core is essential to fostering respect for cultural diversity and expanding students' awareness of the world thereby blending them into global citizens.

Students will devote a minimum of 50 hours towards language development through either/all of the mediums including but not limited to oral communication, visual representation (such as movies, docuseries etc in English), reading comprehension and writing.

The library resources at the school are well equipped to assist students in their language development in addition to guided lessons in English/ French by an external tutor / language provider available at specific times.

Assessment

The assessment for the language development is stipulated by the school and may include group assessments (including role play, dances, music, quiz, group discussions etc) or individual assessments (including written tests, essay writing, storytelling, e-assessments, interviews, etc). The assessments are aligned with the personal and professional development goals and plans of the learners as their work is seen as direct evidence of achievement against the stated goals of the DP courses.

The assessment procedures are designed to check the levels that the learners have managed to master in their academic skills to fulfil their goals as they analyse and present information appropriately and in context, display creativity and imagination in solving problems and construct meaningful arguments. The assessment also encourages the learners to have an international outlook and intercultural skills.

Students must document and create their own language portfolio and complete it to the satisfaction of the school. A nominated language teacher will check students' language portfolio regularly and discuss progress with the student. The language portfolio is not assessed by the IB but may be subject to sample review during CP evaluation. The language portfolio helps students to map their progress and understanding of the language from when they began and to have periodic comparisons.

Assessment is carried out both externally and internally as defined by the IB policy.

External assessments include:

- Essays
- Structured problems
- Short answer questions
- Data analysis questions
- Text response questions
- Case study questions
- Multiple Choice questions

These external assessments have high levels of objectivity and reliability.

Internal Assessments include:

- Speaking and Listening activities in languages
- Fieldwork, data collection and research in geography.
- Laboratory and practical work- Experimenting, deducing and inferencing in the sciences
- Investigations in mathematics
- Art integrated activities

Language development runs concurrently with the other elements of the CP core. Teachers as well as students have to adhere to all aspects towards giving and receiving an ethical education and follow academic honesty. The coursework completed by the students over an extended period under authenticated teacher supervision forms part of the assessment for various program areas.

Language in the Career-related Studies

The career-related studies offered at SXHS accept assignments and assessments in English.

Role of the library at SXHS

The library is fundamental to the language programme at SXHS. The library provides a learning space and an environment to promote love for reading books as well as a place for research. The library at SXHS is well equipped with fiction, non-fiction, picture books, chapter books, board books, pop-up-books, big books, multicultural books, world classics, autobiographies, multilingual books, reference books, encyclopedias and media that are accessible to all students and staff. The school takes pride in its library as a valuable resource to promote the international mindedness aspect of the IB programme.

The library has a collection of bilingual books, books in regional languages of India and the school continues to add to this collection. It is seen as a place which strongly proclaims that all languages are celebrated and supported. The library also provides resources for collaborative planning, researching and teacher professional development.

The librarian incorporates multilingual books for the students; however most of the books are in English. In addition to our school library, the staff has access to guided reading collections for classroom instructions. A series of books are available to cater to their year level specifications to expand the depth and breadth of language. Teachers collaboratively make decisions on what resources to purchase every year and submit the list to the librarian. In addition, we use a variety of online resources to support student learning and research. These resources include, but are not limited to, accessible apps like Duolingo and madly, e-books, YouTube and Netflix. The language development aspect of the core focuses on giving the student the basic knowledge of both the language in everyday use and the culture of the places where it is spoken. This ensures that students are one step closer to an international mind set and learn to appreciate and embrace a culture apart from their own, by doing so, becoming global citizens. The school will not permit students who have studied a language for more than 3 years or scored a C and above to take the Ab Initio level. We will also have in-house assessment to help gauge the level of language already known.

Support for students

SXHS understands that students would be learning in a language other than their mother tongue and to that end is committed to address any challenges. We are committed to provide students with any resources required to provide an integrated, well-implemented English programme. SXHS endeavors to integrate

students' cultural and linguistic heritage throughout the curriculum.

SXHS uses various methods such as consultations and review of previous grades to assess the language proficiency of the student at the time of admission. Where needed, the student is given full support from the school to ensure that the student is comfortable in the language of instruction (English). The support includes online classes and weekly review with the English tutor for any queries.

Review of the School's Language Policy

A Language Steering Committee is defined and the language policy is reviewed annually, collaboratively involving the academic leadership team (head of school), the IBCP coordinator, language heads, teachers and the librarian. All teachers review the language scope and sequence to ensure that it is as relevant and comprehensive as possible. Teachers then plan collaboratively to ensure an effective implementation of the language policy.

All teachers are language teachers. All teachers contribute to the language development of students. As such, all teachers provide invaluable feedback and modifications (if required) towards the school's language policy. We strive to ensure that all staff members are supported to understand the needs of students' learning in a language other than their mother tongue, particularly in English (the language of instruction).

The following key steps have been undertaken in the development of this policy:

- Brainstorming with the school community about their beliefs regarding language learning.
- Study of literature related to language and language learning.
- Construction of language profiles of the student community by collecting data from the parent community.
- Preparation of the first draft of the policy.
- Presentation of draft to the Pedagogical leadership team.
- Incorporating changes and finalizing the Language Policy.
- Publishing the language policy to all stakeholders.

The language policy is subject to review annually. (Next review: February 2024).

The review committee will be led by a member of the academic leadership team and is suggested to include the librarians, teachers, students, parents of the school and other stakeholders. The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO, the school's philosophy towards language and language teaching, changes in student and community demographics or other circumstances which justify the need for revision.

Bibliography

- Guidelines for developing a school language policy, Language and learning in IB programmes, 2011, ©International Baccalaureate Organization.
- Language Scope and sequence, International Baccalaureate Organization 2003
- Guidelines for developing a school language policy, by IBO
- Internet Sources

