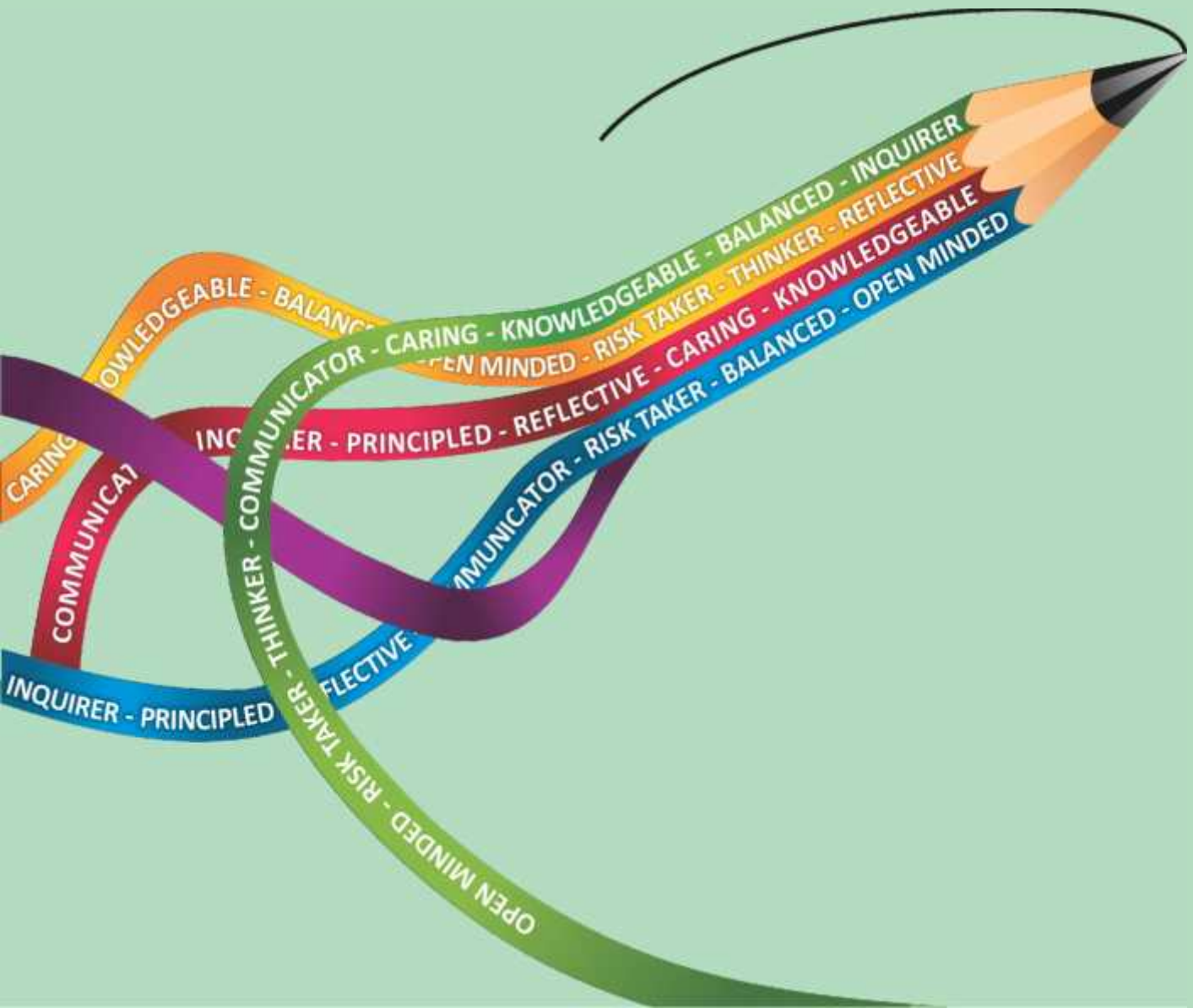




# Language Policy



## Language Policy (IB curriculum)

### Steering Committee

The Steering Committee comprises a representative mix of faculty members, a parent representative, senior student representatives, members of the Governing body, Head of the School and the Co-coordinators.

The role of this committee is to compile & establish, through collaborative effort, the language policy for the entire school. It also oversees the objectives, content, action plan and its implementation. The committee evaluates / reviews the Language Policy every year.

### Introduction

The school recognizes the primary need of communication whether at school or within the community. Therefore, cultural identity has strong connection with interaction within the social environment. The school consciously endorses the need to promote bilingualism to develop a respect for multi culturalism.

### School Language Philosophy

The school language philosophy is to-

- Use English language, in addition to Mother Tongue, as tool for promoting individual development and identity in the social environment
- Recognize and emphasize the use of English as medium of instruction and operations in the administrative functions of the school
- Consciously integrate inquiry through the Mother Tongue to scaffold proficiency in the medium of instruction
- Sensitize the students to appreciate the world cultures and explore similarities with their own
- Support all teachers in their role as language teachers, considering language to be a primary tool of communication
- Encourage reviewing and introspection of the pedagogy through English Language to endorse collaborative effort and structured output
- Emphasize use of subject specific terminology through the four basic language skills (listening, speaking, reading and writing)
- Facilitate inter and intra disciplinary learning and intersectional functioning
- Include all stake holders in the shared responsibility of achieving English Language proficiency

### Aims and Objectives : NISV aims to-

- Enable achievement of language proficiency in English language through the spoken and written word
- Provide scaffolding through the use of mother tongue where necessary
- Develop aural comprehension and complementary language skills
- Encourage use of English language in a variety of contexts and academic co- curricular activities
- Groom higher order thinking skills in English language for approaches to interdisciplinary teaching and learning
- Inculcate international mindedness and appreciation of diverse cultures/ ethnic backgrounds, through language in literature to mould global citizens
- Nurture understanding of command terms and subject specific terminology
- Emphasize English as means of communication to support effective student teacher interaction and peer dynamics to develop cognitive academic language proficiency

### Student Language Profile

About 90% of the students at NISV come from families where Hindi /Gujarati or its dialects or a combination of both are spoken. Rest of the students at NISV come from countries where English is not necessarily the first language. The challenges of the lingual diversity at NISV is addressed by the use of English as core Language.

### Language Support Programme

The school consciously strives to gauge English language proficiency level at the time of admission. This enables the school to devise support systems to equip them with language skills to deal with everyday school life.

### Implementation

Language development is a lifelong process in which prior knowledge is crucial to enhance language skills. The school recognizes that language acquisition varies from individual to individual necessitating the differentiated approach through scaffolding or extension to derive connotative interpretation of texts. Recognizing the importance of English as core language, all teachers are therefore responsible for developing it as the language of instruction.

### Learning core language at NISV includes -

- Creating an environment to generate an interest in learning English
- Use of differentiated teaching, learning and assessment methodologies for cognitive development through language
- Working in collaboration with stakeholders to achieve the targeted goals
- Encouraging broad spectrum of activities as extensions to the teaching learning process to facilitate language acquisition
- Enhancing vocabulary, structure and usage to develop language proficiency
- Nurturing language skills to interpret its nuances across various disciplines
- Consolidating four basic language skills (listening, speaking, reading and writing) to stimulate imagination and creativity

### Language Learning at PYP- Primary stage

The Core language learning at PYP is -

- Central for developing proficiency in English language
- Focussed on the four fundamental skills of English language learning (listening, speaking, reading and writing)
- Targeted at developing the three identified strands- oral, visual and written language, to develop receptive and expressive aspects of language strands
- Supported by use of dictionary and thesaurus for vocabulary building
- Complemented through the use of picture dictionary for identification and associated learning
- Inclusive of teaching the fundamentals of grammar for usage in structured sentences
- Augmented through literature with a conscious view that it is the play field of language and anchored in multicultural backgrounds
- A meaningful assistance to inquire into the role of individuals in society and world communities as the language into Programme Of Inquiry
- Geared to develop writing skills through phonetics and aural comprehension together with oral and written activities preparatory to PYP exhibition in Year 5
- Extended by encouraging the students to read books from the library with the involvement of other stakeholders

- Dedicated effort to grooming the attributes of the IB learner profile, through the integration of Transdisciplinary skills
- Focussed on the transdisciplinary nature of language learning
- Directed towards a seamless transition from PYP to MYP

### **Language learning at MYP – Secondary stage**

Imparting Core language skills at MYP includes-

- Consolidation and extension of skills learnt in the IBPYP
- Appreciation of complexities of language to interpret its nuances
- Conscious focus on grooming high order thinking skills through world literature and literature in translation
- Levels of language interpretation are engrained for understanding in depth
- To scaffold articulation through extended task based on literary hypothesis
- Enhancing articulation through structured thought processes for clear communication and cohesive development (Point, Evidence, Explanation, Language)
- Appraising language through understanding the conventions of drama, prose (novel and short stories) and poetry
- Refining inferential, implicit and deducing skills to support understanding, interpretation, appreciation and usage of the core language
- Bolstering students whose language skills are under power
- Emphasis on Inter Disciplinary Units to allow for complexities of language to be demonstrated in scaffolding English language as a premier tool for appropriate and accurate articulation
- Equipping the students to address the requirements of the personal project to quantify the grooming of the Learner Profile and reflect upon the efficacy of the ATL skills utilized
- Minimum 50 hours of teaching time in each year of the programme

### **Language learning at DP- Consolidation stage**

In its endeavor to consolidate language usage in DP, the school ensures-

- Finesse of language in communication
- Ability to demonstrate use of complex structure for articulation
- Consolidation of proficiency achieved in the IBMYP
- Students are offered Language A: Literature in IBDP
- Based on the assessed proficiency in MYP, students are allowed to make a choice between SL or HL of the core language in DP
- Students who have achieved proficiency in phase 5 in Language Acquisition of IBMYP may opt for the same language as language A (SL) in IBDP
- Students who have achieved proficiency in phase 6 may opt for HL/SL of language A in IBDP
- To support High Order Thinking skills through Extended Essay, TOK essay and CAS initiative and reflection
- Association with IB learner profile in conjunction with the pedagogy
- To allot a minimum of 240 hours for HL and 150 hours of SL study in DP

### **Language Acquisition at NISV**

- The school provides opportunity to all students to learn more than one language to support knowledge acquisition
- It enhances basic interpersonal communicative skills (BICS).
- It is central to developing critical and creative thinking skills, cultivation of intercultural awareness, developing international mindedness and responsible members of global

communities

- Contributes to holistic development for being a lifelong learner
- It becomes an additional skill in the world community

### Language Acquisition in PYP

- It is organized into five developmental phases
- Conceptual understanding of each phase is made explicit
- Learning outcomes associated with each phase are duly noted
- Geared towards meeting the overall expectations as per IB specification
- The languages offered are French, Hindi and German

### Language Acquisition in MYP

- This enables the students to communicate in more than one language and gain intercultural understanding
- Equips students with multi literacy skills and attitudes, enabling them to communicate on global issues
- Implements phases for learning which corresponds to level of proficiency
- Recognizes language as vehicle of thought reflection, self-expression, interdisciplinary learning and enhancing literacy
- The school consciously integrates linguistic, cultural and social components
- The school fosters curiosity, inquiry and sustained interest in language learning
- Languages offered are Hindi, French and German
- Students get the opportunity to learn an additional national/ regional language (Hindi/ Gujarati) as mother tongue/ third language

### Language Acquisition in DP

- The school offers the opportunity of learning one additional language
- It endorses development of attitude of inquiry and reflection
- Language offered are Hindi, French and German at ab-initio and standard levels

### Role of Mother Tongue

At NISV, the emphasis is on recognizing, acknowledging and celebrating one's culture as a part of self-development. There is a conscious effort by all staff members to encourage the use of the students' Mother Tongue. The National Curriculum Framework 2005 defines the mother tongue as the first language of communication the child acquires.

- While the school supports a child's learning through the Mother Tongue, no formal instruction in the same is carried out.

This support finds expression through some of the following programs:

- A monthly meeting of students, teachers & parents sharing the same mother tongue
- Displays dedicated to Mother Tongue on a Notice Board, which is regularly updated
- Cultural events such as plays, dances, poetry, folk music in Vadodara and neighbouring cities
- Students have the opportunity to express themselves in their Mother Tongue
- Students may use Mother Tongue during presentations and also during the PYP exhibition
- Students may translate and use references from their Mother Tongue
- The Foreign Language teachers make active use of the Mother Tongue/ Regional Language to teach the Target Language
- Interaction among students outside a classroom is also an important area of exposure in the use of the Mother Tongue
- The school Media Resource Centre has a vast range of print and electronic resources

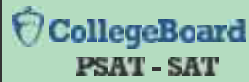


that cover a wide range of languages taught at NISV as well as that of the Mother Tongues spoken by our student community

**Review Process of Language Policy**

- Based on teacher and student reflections, the Language Policy is reviewed every year to enhance teaching learning strategies for effective programme delivery
- Members of the steering committee are involved in the reviewing process
- Extensions of Language policy, following the reflections, are reviewed, and amendments made in the policy
- Suggestions on the soft copy of the policy draft are sought from the parents, teachers and senior students
- Relevant suggestions, if any, are incorporated in the policy and final document is submitted to the Principal and the Governance body for approval. The final policy is then made accessible on the school website at the beginning of the session

*Reference : IB Documents*



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