



## **LANGUAGE POLICY**

The SVKM Language Policy, derived from the Language Philosophy is aimed at realizing the School's Vision and Mission statement which states that it is committed to nurture an inquiring, thinking, enterprising, open – minded, principled, informed and compassionate generation, empowered to meet local and global challenges and act as a harbinger of peace and harmony. It also fosters learning how to appreciate critically many beliefs, values, experiences and ways of knowing.

SVKM International School (SVKMIS) is an English medium school, as such, all lessons, apart from other language courses, are taught in English. Teachers take the language needs of all learners into account when teaching their lessons such that students are able to imbibe the language of each subject as part of their learning outcomes.

Gaining proficiency in Languages is a goal of the Curriculum and we at SVKM ensure that the diverse language-learning needs are met through a structured and well – defined Language Philosophy which is framed by the Language Steering Committee.

### **School Language Philosophy:**

The SVKM Language Philosophy is committed to teach and support the acquisition of language, encouraging multilingualism to promote intercultural understanding and international mindedness. The School endorses practices that provides for the development of Cognitive Academic Learning Proficiency (CALP) that enable students to build their awareness and respect for their own language and culture while also utilizing the diversity of languages, cultures and perspectives to enhance learning and making them open-minded and responsible global citizens.

As an International School, we require our learners to gain proficiency in the English language to meet the needs of the international community, as well as that of a second language to understand the culture of our country better. We are committed to working together to ensure that we are making connections across the curriculum with the use of language in all content areas. As inquirers our students seek new ways to clearly and effectively



communicate their own ideas and to understand the ideas of others which allow them to grow as principled and caring individuals. A command of the native language and a second language allows the learner to acquire and explore ideas from balanced perspectives. As knowledgeable learners, they display a command of the language by presenting what they know and how they know it. As thinkers, they initiate communication to express and interpret creative, critical, and analytical language structures. As risk – takers, learners navigate the known and unknown language by using circumlocution to explore unfamiliar linguistic territory. As a second language learner, one must be open – minded to the nuances, uncertainties, and limitations of language as a way of knowing. We believe our learners must be reflective in their acquisition of language skills in order to become effective communicators.

Even though our cohort consists of a diverse language – speaking group, SVKM receives students from English medium Schools, due to which the students need no initiation into the language. However, we follow a bilingual approach to languages, where English is the primary language taught as well as the medium of instruction for all subjects. Further the school appreciates the need for the student to know the state language, Marathi. This is a compulsory language taught in the lower grades, from G1 to G5 in order to understand and align with human commonalities, diversity and multiple perspectives in the surrounding environment. In addition to English, the student chooses between a Foreign Language (French or Spanish) or a second Indic language, Hindi, it being the host country's language. This, keeping in mind that it is through English that a student today achieves academic proficiency, while to acquire a wider world – view, he / she chooses the option of a Foreign Language. The choice of Hindi is also made available to a student as it helps him / her to stay connected with his ethnic roots and forge a better understanding of his own culture through subject- matter that is of an indigenous nature that echoes the socio – cultural ethos of the land. Importance is also given to the classical Indian Language, Sanskrit, which is incorporated in prayers.

At the same time, the School recognizes the need to continue to promote the host country language and learning by creating opportunities for students to initiate and participate in language based activities, irrespective of the second language chosen.

***Role of Language Steering Committee:***



The school has a language steering committee which includes representatives of all the stakeholders (Curriculum programme coordinators, teachers, librarians, administrators, parents, students, other members of the school community).

The steering committee is responsible for gathering, presenting and collating the views of the school community and making it available to all the stakeholders it represents.

The Language steering committee works in collaboration with other departments of the school such as the Sciences, Arts, Mathematics, Economics and Business & Management. The policy is shared with all teaching staff and is available on the school Website.

***All teachers are teachers of language.***

All teachers at SVKM International are language teachers. Each subject has a specific vocabulary and requires language both as a tool for understanding the subject and for communicating ideas.

A conscious effort is made to integrate Language Teaching throughout classes, from the lower grades to the Diploma Programme, such that students learn to be precise in their use of language. All Language teachers aim at a concurrence and consistency in Language teaching, methodology and practices so that the foundation for achieving the Learning Outcomes in the Higher Classes is laid from the Lower Classes itself.

***Collaboration of Language policy with other policies of the school:***

**Admission Policy:**

English proficiency is checked at the Entry Level through **Admission Tests and Group Discussions**. Students are judged on their linguistic abilities such as language development, verbal and non-verbal communication skills and presentation skills through appropriate vocabulary expressed through use of spoken language.



The school conducts a bridge course (2 weeks between Grade 10 to Grade 11) as a part of the orientation programme. Here the students from different curricula are brought to a common understanding of the language requirements in-terms of English requirements for the transition between language learning at Secondary and Higher level.

**Special Education Needs Policy (SEN):**

The school has a programme for Differentiated Learners where Language Learning Difficulties are dealt with an inclusive and student – oriented policy and a special Scaffolding to facilitate the imbue ment of abstract concepts through in house teacher training workshops.

**Professional Development Policy:**

Teachers undergo training through recognized workshops not only as subject specialists but also as language support teachers who support students studying in a language that is not their first language.

**Assessment policy:**

Assessments in all subjects require students to express themselves in written form. English plays a very important role in the school assessments for all subjects.

All formative and summative assessments are conducted in English. Recordings and reporting of the assessments conducted is also done in English.

**Library Policy:**

The school has a well – equipped library, along with a librarian who has undergone specialized training in order to face the challenges of an inquiring and knowledgeable student – body. The librarian guides students towards choices of books, both, curricular and extra – curricular and ensures library and media resources are linked to teaching programmes.

Book reading sessions are conducted by the librarian for every class from grade 1 to grade 6 to further enhance reading and communication skills.



### **Academic Honesty Policy:**

Students and parents are clearly made aware of the term “plagiarism” in the academic honesty sessions conducted in the orientation as well as the respective subject classes. The School encourages the use of originality and creativity in the use of English language for all student work. The reports of the turnitin software are shared with the students not only to improve their scholastic integrity but also to deal with instances of unfair practices, and establish an overall culture of integrity among all students. MLA citation workshops are conducted for students to establish values for acknowledging sources used in a research paper.

### **Implementation of the Language programme at SVKM International:**

At SVKMIS we believe, *a language promoted is the knowledge gained about a culture.*

At SVKMIS, learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding. SVKMIS therefore supports complex, dynamic learning through wide ranging forms of expression. Hence, the organizational climate at SVKM International School consists of many languages other than English:

Other Languages spoken at school are:

- Hindi (host country language)
- Marathi (state language)
- Gujarati (Primarily mother tongue of many students)
- French
- Spanish

In this manner, SVKMIS strives to achieve the goal of understanding the world’s rich cultural heritage to explore human commonality, diversity and interconnection.

### **Working Language:**

The working Language of the school is English. It is spoken by all members of the teaching staff including laboratory – assistants and the librarian. English remains the medium of instruction for all official



communication within the school, written and oral and meetings with stake – holders consisting of members of the Management and parents of the students.

The academic climate at SVKM supports the development and maintenance of all four Languages, English, Hindi, Spanish and French through various textual and non – textual activities. Keeping in mind the need for International – mindedness, the School offers World Languages like French from Grade 1 and Hindi from Grade 4 as optional languages.

In addition to this, the local languages like Gujarati and Marathi are promoted by the school through various cultural activities like the Navratri and Gudi Padwa celebrations. These activities are conducted in collaboration with the Parent community.

### **School Language Profile:**

#### **English**

Each subject group conducts various textual and non-textual activities to develop and promote the school language profile. Various Departments of the school collaboratively work towards the language development of each student such that the skills learnt during the course of the of the program help the students acquire the learner profile attributes as well. All faculty members meet to discuss the strategies implemented through which they encourage language proficiency across the curriculum.

#### **Co – Curricular:**

***Celebration of Language Day:*** Students write, direct and enact plays. They sing songs in English and Hindi. Parents are invited as judges to judge events like drama and debate.

***Celebration of English Day:*** Students take part in quiz and debate competition.

***Field Visits:*** Students are taken to view English dramas and movies.

***Reading Club:*** Formation of a Reading Club allows students to share notes on books, authors and other aspects of literary works. Students are taken to Book – Browsing Sessions at book stores to expose them to the wide – spectrum of writing in English today.



***Subscription to newspaper and magazines:*** The School Library subscribes to a range of newspapers, journals and magazines to further enhance their linguistic abilities.

### ***Activities in Hindi/French/ Spanish***

#### **Academic:**

French and Spanish courses aim to develop a variety of linguistic skills, and a basic awareness of the culture(s) using the language, through the study of a core syllabus and language – specific syllabuses.

Hindi is offered to support learning of the Official Language of India. The main focus of the course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material extends from everyday oral exchanges to literary texts, and is related to the culture(s) of the host country.

#### **Co – Curricular:**

**Celebration of Language Day:** Students write, direct and enact plays. They sing songs in English and Hindi. Students perform on Spanish and French songs.

**Guest speakers:** Guest speakers for Hindi are invited on campus to share their expertise in the language of the subject.

**Cookery club:** Students cook French and Spanish cuisine along with Indian and learn the relevant vocabulary.

**Annual Day:** Students perform dances on French and Spanish numbers as the theme is always that of Internationalism and multiculturalism.

#### ***Review of language Policy:***

The school will review the Language Policy via the Language Steering Committee as an ‘on needs basis’ system, primarily to incorporate changes in line with curriculum, Board level requirements or Government requirements as necessary.



## References:

IBDP Diploma Programme Language Policy  
<http://www.ibo.org/globalassets/ib-language-policy-en.pdf>

CAIE Policy Guidance  
<https://www.cambridgeinternational.org/Images/271308-developing-policies-that-support-improvements-in-teaching-and-learning.pdf>

SVKMIS – Mission and Vision Statement  
<http://jvparekhintl.ac.in/>

Created:	2008
Reviewed:	2009
Revised:	2010
Reviewed:	2011
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