



LANGUAGE POLICY

The goal of The International Baccalaureate (IB) Programme is to create learning experiences that have global significance. The programme challenges students to explore the commonalities of the human experience. In order to conduct inquiry and be prepared for lifelong learning, students need a range of skills: social, communication, critical thinking, research, and self-management

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 IB 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 bi-lingual 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 and a second 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 (IB 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 stake holders 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. Several meetings have been conducted to produce a document that would enlist the manner in which Languages would be imparted in school.

Role of Language Support Teachers:

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.

At SVKM International School the student intake largely consists of the local community which is Gujarati speaking and hence the role of the language support teachers is strongly recognized and implemented in the lower grades at the point of admission till grade 6. Given this level of support, it is expected that students who have little or no prior knowledge of English will take between a year and two to reach a good communicative level in all aspects of the language.



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. [IB + IGCSE + Primary school meetings]

This further endorses the vertical articulation in the school in terms of recognizing and meeting the need of the student to successfully complete the IBDP program where all subjects except the second languages are taught in English.

Horizontal and vertical articulation in language teaching and learning from the primary years into the Diploma Programme curriculum is achieved through Language Support teachers taking part in collaborative planning and teaching with the other subject teachers. They help to prepare resources for the language needs of students and incorporate appropriate content in their lessons.

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) 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 as a Group 1 language, requirements of Languages B at higher, standard and *ab initio* level and those required by each of Humanities, Sciences, Mathematics and the Arts subjects throughout the Diploma Program.



At the end of the Bridge course the students are assessed on their linguistic abilities, based on which they are then counseled into taking languages at different levels (HL, SL and *ab initio*) and subjects from other subject groups as per their career requirement.

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 IB / recognized workshops not only as subject specialists but also as language support teachers who support students studying in a language that is not their best language.

The school has its own in – house Teacher Training Centre which holds regular Training Workshops for all staff members where English is the medium of instruction.

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 except the Language B cohort.

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 8 to further enhance the 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

CAS Policy:

The students write their CAS reflections in English keeping in mind the learner profile attributes achieved during the various activities. As a part of their service activity, the students teach English (spoken and written) in the primary levels of a vernacular medium School under the SVKM trust umbrella.

Implementation of the Language programme at SVKM International:

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

For the IB, 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. The objectives of the different Languages offered at SVKM are:

Language A Group – English is the primary medium of instruction and social interaction which facilitates over all learning in all subjects. Hence English integrates all learning as all subject teachers are aware of their role as language teachers as well.

The school offers English at higher level and Standard Level. English Language and Literature was introduced for the academic batch 2011 – 2013.

Language B – Hindi is taught as a language of the host country and a Second Language with an emphasis on the Language skills and at the HL and SL Levels. However, the conscious alignment between Hindi and English



enables students to affirm their own cultural identity even as they assume a global citizenship through the IB Programme.

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. **French and Spanish** are offered at the *ab initio* level in the Diploma Programme in order to imbibe multi – lingualism and open – mindedness.

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:

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 met to discuss the strategies implemented through which they encourage language proficiency across the curriculum. These strategies are listed by the group.

Theory of Knowledge:

Language teachers contribute to the TOK Festival where Knowledge Issues concerning Literature and Language and Literature as a means of knowing are dealt with. Parents and field experts from the community are invited as guest speakers to facilitate the session on language and learning during TOK Festival.

Group 1: (English Literature and Language and Literature)

Academic:

English classes aim to inculcate skills of Critical thinking, refining the comprehension and analytical abilities of students through detailed study, works in translation and literary genres.



Language support is provided to students through work – sheets on vocabulary and terminology learnt through the Texts as well as a Glossary of Terms. All supporting Audio – Visuals and Movies shown are also in English.

Scaffolding is provided to students when the concepts are abstract and hence call for a more concrete instructional strategy – example, a guided frame work for analyzing an Unseen Comprehension.

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.

Group 2: (French Ab Initio SL, Spanish Ab Initio SL, Hindi SL and HL)

Academic:

French *Ab Initio* SL, Spanish *Ab Initio* SL 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 both at HL and SL. 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.

Group 3: (Business & management, Economics, Environmental Systems & Societies, Psychology and Information Technology in Global Society)

Academic:

All classes in group 3 use language in varied ways to promote the understanding of the subjects. Critical analysis is developed through case studies. Students reflect on the processes in the environment. They gain knowledge about the theories and learn to apply them in real life situations.

Co – Curricular:

Field Trip: Students are taken for field trips to Business Organizations, Management Institutions, and Psychology laboratories.

Guest Speakers: Guest speakers from various fields are invited to help students gain knowledge from real life experiences.



Group 4: (Physics, Chemistry, Biology and Environmental Systems & Societies)

Academic:

All group 4 classes work towards the development of scientific language. This is done through class room discussions, laboratory work where the students develop skills of inquiry, critical analysis and reflection.

Co – Curricular:

Field Trips: Students are taken to research centers, national parks, mangroves.

Guest Faculty: Guest speakers from various fields are invited to enhance learning.

Science Day: Students exhibit their skills through activities like model making, quiz, debate, best out of waste etc.

Group 4 project: Students do a project as a part of their Internal assessment where they are assessed on specific skills.

Group 5: (Mathematics)

Academic:

The language of mathematics is universal in nature. Mathematics classes bring about a human commonality amongst the students by teaching them the language of mathematics. This involves using reasoning and inquiry skills.

Co – curricular:

Students make a project which involves use of mathematical language and principles.

Group 6: (Film and Visual Arts)



Academic:

Visual arts classes enable students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The film classes deal with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis of ideas that is achieved through practical engagement in the art and craft of film.

Co – curricular:

Students are taken to exhibitions, film festivals and plays where they are exposed to the works of various artists to ensure experiential learning.

Review of language Policy:

The school has reviewed its language policy after the process of authorization. Spanish *Ab Initio* SL was introduced in 2009 keeping in mind the needs of the student community.



References:

Diploma Programme Principles and practice pg 27

Guidelines for developing a School Language Policy

http://occ.ibo.org/ibis/documents//g_0_learn_amo_0804_2_e.pdf

Guidelines for School self-reflection on its Language Policy

http://occ.ibo.org/ibis/documents//g_0_learn_amo_1206_1_e.pdf

Diploma Programme: A basis for Practice

http://occ.ibo.org/ibis/documents/dp/d_x_dpyyy_mon_0901_1_e.pdf

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