



LANGUAGE POLICY 2023

International Baccalaureate (IB) program are designed to provide students with a well-rounded and rigorous education that prepares them for success in a globalized world. The goal is to develop educational opportunities that are meaningful on a worldwide scale. The curriculum pushes students to investigate the universalities of the human experience. Students require a variety of abilities to engage in inquiry and be ready for lifetime learning, including 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.

Since SVKM International School (SVKMIS) is an English-medium institution, all subjects—aside from courses in additional languages—are taught in English. All learners' linguistic needs are taken into consideration by teachers when they plan and deliver classes, enabling them to acquire the language associated with each subject.

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 from G1 to G8 in order to understand and align with human commonalities, diversity and multiple perspectives in the surrounding environment. In addition to English, the school offers additional foreign/second language, a choice between Hindi, Spanish and French. 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 (host country language) 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 stakeholders it represents.

The Language steering committee works in collaboration with subject groups and other departments of the school such as the Sciences, Arts, Mathematics and Humanities. 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.

From the lower grades to the diploma programme, there is a systematic attempt to integrate language teaching throughout the curriculum so that students learn to use language precisely. In order to lay the groundwork for reaching the Learning Outcomes in the Higher Classes, all Language teachers strive for agreement and consistency in Language instruction, methodology, and practises.

This supports the vertical articulation in the school's recognition of and response to the student's need to effectively complete the IBDP programme, where all topics are taught in English aside from second languages.

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.

Role of Parents

Through regular academic progress meeting parents are equipped with practical knowledge and skills to support their child's language development. Provision of one to one meeting on request further gives an opportunity for educators to discuss a child's progress and areas of improvement in language development.

Collaboration of Language policy with other policies of the school:

- **Admission Policy:**

At the Entry Level, English competence is assessed through group discussions and admission tests. Students are evaluated on their language skills, including language acquisition, verbal and nonverbal communication abilities, and presenting abilities using proper vocabulary and 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 evaluated 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 SEN policy outlines the school's commitment to providing an inclusive and supportive learning environment for all students, regardless of their learning abilities or disabilities. The key components that have been outlined through the language policy includes identification and assessment that includes the use of assessments, observations, and input from teachers and parents, support services that include special educators, inclusive classrooms and transition planning. This alignment creates an inclusive and supportive learning environment where all students can thrive, regardless of their individual learning needs.

- **Professional Development Policy:**

At SVKM, our commitment to excellence in language education is complemented by our unwavering dedication to the professional growth of our educators. Our Professional Development Policy is intricately aligned with our Language Policy, recognizing the pivotal role teachers play in the successful implementation of our language programs. We provide ongoing, tailored professional development opportunities that empower our teaching staff to deliver effective language instruction and assessment aligned with the principles of the International Baccalaureate. These opportunities encompass a diverse range of strategies, from workshops on language portfolio assessment to courses on inclusive language teaching methods. Our aim is to ensure that our educators are well-equipped to foster multilingualism, cultural understanding, and language proficiency in our students, ultimately enhancing their academic success and global citizenship. This synergy between our Language Policy and Professional Development Policy underscores our commitment to creating a dynamic and inclusive learning environment.

- **Assessment policy:**

Assessment Policy is intrinsically aligned reflecting our commitment to providing a comprehensive language education that meets the highest standards of excellence, equity, and inclusivity. Our assessments are designed to evaluate students' language proficiency, foster their multilingualism, and support their linguistic abilities differentiation.

These objectives are achieved through incorporating formative and summative assessments. Moreover, students are encouraged to demonstrate proficiency in multiple languages, reflecting our commitment to multilingualism. This policy underscores our

commitment to nurturing well-rounded, globally aware, and linguistically competent individuals who are prepared for success in an interconnected world.

Moreover during the pandemic we adopted the e-learning, teaching and assessment practices. Classes were delivered online via Zoom initially and later they were delivered via the MS teams.

- **Library Policy:**

A dynamic and inclusive Library is provided that is pivotal in promoting a love of language, culture, and global perspectives. Our library curates a diverse collection of books, periodicals, and digital resources in multiple languages, catering to our students' linguistic and cultural backgrounds. The library offers language enrichment programs, workshops, and reading clubs to enhance students' language skills, including reading, writing, listening, and speaking. The library in collaboration with the Book club hosts multicultural events, book discussions, and author visits to promote intercultural dialogue and appreciation. The library also collaborates closely with language teachers to align resources and activities with classroom instruction, ensuring a seamless learning experience.

- **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:**

CAS promotes holistic development, global citizenship, and linguistic proficiency in our students. These activities offer students opportunities to engage with languages, cultivate cultural awareness, and apply language skills in meaningful contexts.

CAS activities also include language exchange programs where students interact with native speakers of different languages, fostering language acquisition and cross-cultural understanding. Moreover, organizing and participating in cultural festivals, language-related events, and celebrations is encouraged to celebrate linguistic and cultural diversity.

CAS coordinators collaborate with language educators to identify opportunities for students to apply their language skills in CAS projects and to align CAS experiences with language curriculum goals. The language proficiency acquired through CAS activities is recognized and assessed, with portfolios and reflections serving as valuable evidence of language development.

• **Student agency through student led clubs**

AT SVKM, language enrichment and skill development opportunities through various student clubs like, Book Club, Language Enrichment Club, Drama Club, Podcast Club, Magazine Club and Music/Dance Club.

The Language enrichment club focuses on the following objectives,

1. Create opportunities for learners to link Languages with the CAS component of the DP Core.
2. Facilitate language exchange/interactions between native speakers of the target language and learners, promoting a more immersive learning experience.
3. Enhance learners; oral and written communication skills in the target language by encouraging conversation, debates, writing exercises, and presentations.
4. Foster an appreciation for the intercultural understanding – value cultural diversity (traditions, customs, music, and cuisine).
5. Promote awareness of global issues and international affairs, using the target language as a medium for discussing these topics.
6. Arrange cultural excursions/visits, training workshops, or language immersion experiences to expose learners to authentic language use.

7. Create a fun and welcoming atmosphere where learners can socialize, make new friends, and enjoy language-related games and language-enrichment activities through an event/series of events, eg:- Celebration of Annual Language Day.

8. Espouse the spirit of international-mindedness through language-learning experiences.

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 thereby promoting international mindedness.

- **Working Language**

English is the school's working language. Every member of the teaching staff, including the librarian and lab assistants, speaks it. All official communications inside the school, both written and oral, as well as meetings with stakeholders, including members of the management and parents of the kids, continue to be conducted in English.

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 and Hindi from Grade 1 and Spanish from grade 6 as optional languages. Moreover 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 and 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 meet to discuss the strategies implemented through which they encourage language proficiency across the curriculum. These strategies are listed by the group.

- **Theory of Knowledge:**

TOK explores the intricate relationship between language and thought, helping students understand how language shapes knowledge and perception. Various discussions and investigations incorporate language diversity, encouraging students to explore different linguistic perspectives and worldviews.

Language proficiency and critical thinking in relation to language are assessed in TOK emphasizing the alignment between TOK and the Language Policy. This alignment underscores our commitment to developing students who are not only critical thinkers but also effective communicators, culturally aware, and proficient in navigating the intricate world of language and knowledge.

Language Policy Integration Across Academic and Co-Curricular Spheres

Our Language Policy is deeply embedded within our academic and co-curricular programs, ensuring a comprehensive and unified approach to language education. We recognize the importance of language as a tool for communication, a means for inter-cultural understanding, and a medium for acquiring knowledge.

- **Group 1: (English Literature and Language and Literature)**

- ❖ Academic Sphere

Our academic curriculum offers Language A courses that allow students to explore their first language in depth, focusing on literature, critical analysis, and creative expression. It also engages students in literary analysis, examining language's nuances and its role in conveying cultural context and themes.

- ❖ Co-Curricular Sphere:

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

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

Theatre and Book Club: Formation of a Book Club allows students to share notes on books, authors and other aspects of literary works. Students of the theatre club also initiate and perform specific acts of the drama that they are studying

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 sphere

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 sphere:

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/native or alumni for Hindi/ Spanish/ French are invited on campus to share their expertise in the language of the subject.

Group 3: (Business & Management, Economics, Environmental Systems & Societies, Psychology and Digital Society)

❖ Academic sphere

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 sphere:

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 sphere

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 sphere:

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 execute an inter disciplinary project as part of the required IB group 4 practical programme which allows for concepts and perceptions from across the discipline to be aligned

Group 5: (Mathematics)

❖ Academic sphere

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 sphere:

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

Group 6: (Film and Visual Arts)

❖ Academic sphere

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 sphere:

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 steering committee reviews the language policy in collaboration with other subject groups and departments annually after the process of authorization since 2008.

References:

Diploma Programme Language Policy

<http://www.ibo.org/globalassets/ib-language-policy-en.pdf>

Created:	2008
Reviewed:	2009
Revised:	2010
Reviewed:	2011
Revised:	2012
Reviewed:	2013
Reviewed:	2014
Reviewed:	2015
Reviewed:	2016
Revised:	2017

Reviewed:	2018
Reviewed:	2019
Revised:	2020
Reviewed:	2021
Revised:	2022

Individuals involved in reviewing and revising of policies:

1. Pedagogical leadership team (HOS and DPC)
2. Language teachers
3. All DP teachers
4. Librarian
5. SEN counsellor
6. Admission counselling officer