

LANGUAGE POLICY

Wockhardt Global School, Aurangabad



Our School Mission

Wockhardt Global School is committed to providing opportunities to students to become life-long learners by **acquiring** global mindedness; **instilling** compassion and care for fellow beings and the environment; **experiencing** relevant and challenging learning engagements; **involving** in self-reflection and critical thinking; **acknowledging and respecting** individual differences and **taking** appropriate action.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right

CONTENT

1. Language Philosophy	4-5
2. Language Profile	6
2.1 Diversity in languages spoken by the students	6
2.2 Languages of teaching and learning	6-7
2.3 Mother Tongue Support	7-8
2.4 Languages of communication used inside and outside the Classroom	8
2.5 Diagram of the language profile of the student community 2017-18	9
2.6 Diagram of the language profile of the student community 2018-19	10
3. Language learning and development is promoted through Curriculum	11-13
4. Role of Media and Library	14-15
5. Academic Learning and Support	15
5.1 Practices for Academic learning and support for ALS and ESL students	15-16
6. Language policy in MYP	16
6.1 Language and Literature Course (Language-A)	16
6.1.1 Language and Literature Course options	17
6.2 Language Acquisition Course (Language-B)	17
7. Language Policy in Diploma Programme	18

7.1 Language and Literature Course (Group-1)	18
7.2 Language Acquisition Course (Group-2)	18
8. Bilingual Diploma	19
8.1 For Bilingual Diploma the school offers Hindi and English Languages in Group-1	19
9. Self-taught option	20
10. Mother Tongue Clubs	20-21
11. Optional Language Clubs	21
12. Inclusion/Learning Differences/ Language Support Programme	21
12.1 ESL support	21-22
13. Role of Teachers in developing Language	22
14. Role of Parents in Students Language Development	22
15. Language Policy linked to other Policies	23
15.1 Admission Policy	23
15.2 Assessment Policy	23
15.3 Academic Honesty Policy	24
16. Ongoing Review of the Language Policy	24
Bibliography	25-26

1. Language Philosophy

Wockhardt Global School believes that the acquisition of language is dynamic and permeates all learning; that language as a communication tool promotes personal and international understanding, intellectual growth and self-confidence. We are able to explore and sustain personal development, cultural identity and intercultural understanding through meaningful interactions.

Language learning involves learning language, learning through language and learning about language (Halliday). The school's philosophy aims at promoting and respecting the languages and cultures of the learning community. The school provides opportunities for students to acquire language skills through transdisciplinary, interdisciplinary and disciplinary dimensions of the programmes. Developing language for the purpose of all round communication is fostered through its strands of **listening, speaking, viewing and presenting, reading and writing.**

The language of instruction at Wockhardt Global School is English, however the school offers admission to students from a wide range of linguistic backgrounds and will provide academic learning support where needed. Furthermore, the school believes that all

teachers are language teachers and are responsible for developing students' language skills, adapting resources and teaching styles to take into account the needs of students.

The school also recognizes the importance of the national language of the host culture and promotes the acquisition of Hindi as a second language, compulsorily across Primary Years Programme and optionally in Middle Years Programme and Diploma Programme along with French. Teaching and learning experiences are differentiated, and are based on individual needs.

Opportunities are provided to the learners to express themselves in their mother tongue to further their learning. The School actively encourages parental support to foster development of the language profile of the learners. The language profile of the learners in the community is created to enhance language learning experiences in school, and to incorporate ideas and strategies to provide support to students, based on their language needs.

2. Language Profile

2.1 Diversity in languages spoken by the students:

Through a data collation form and discussions with students, the teachers across the Primary Years and Middle Years Programme created the language profile of the students. It will be created for the Diploma Programme in the due course. The data gathered was collated, analyzed, shared so that meaningful and enriching experiences for the learners in the community could be created. (data on p.10)

2.2 Languages of teaching and learning:

English, Hindi and Marathi are widely spoken languages by the student community. The medium of instruction in school is English, and thus mandatory for all students. Hindi being the official language of the host country is offered as the second language and is compulsory for all the students from Nursery to Grade 5. Based on students' needs, prior knowledge and proficiency of the language, students are offered appropriate phases in the Middle Years Programme (Grade 6-10) for Hindi or French. Further, Standard and Ab initio level (beginners level) in French is to be offered in the Diploma Programme.

Students can choose one language of interest: French or Hindi. English is preferred as Language and Literature course. However, students who are challenged by English language and are unable to take it up as Language and Literature course can be offered as Language Acquisition. In this case students can choose host country language (Hindi) as Language and Literature course.

2.3 Mother Tongue Support:

Wockhardt Global School, is an international school situated in India, a land of more than twenty-five regional mother tongues. It is thus, important to clarify that when we refer to a mother tongue, we not only imply foreign languages, but also the variety of 'regional mother tongues' that enrich the overall school language profile of students. The language of the host region- Marathi is promoted through a wide range of practices.

In the Primary Years Programme, the mother tongue will be celebrated and promoted through class discussions, use of online translators in class, student displays in mother tongue, visits by parents to share stories and information in different mother tongues, celebration of International Days and Events, including the International Mother Language Day. The students are allowed to use their mother tongue to express their feelings, needs and thoughts during formal and informal contexts.

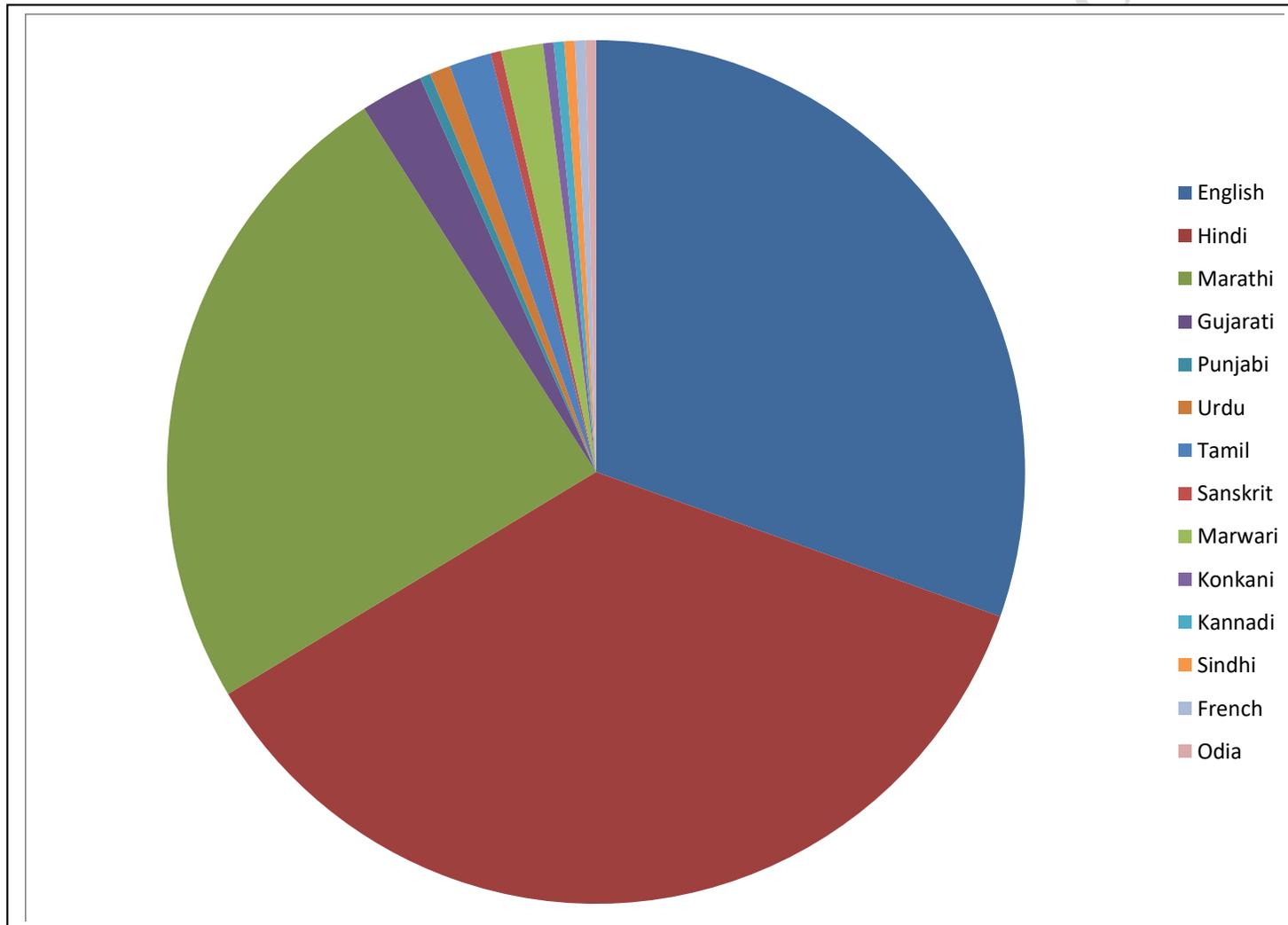
The library also provides support with resources in different languages, which are accessible to students and teachers. In the Middle Years Programme, students will be

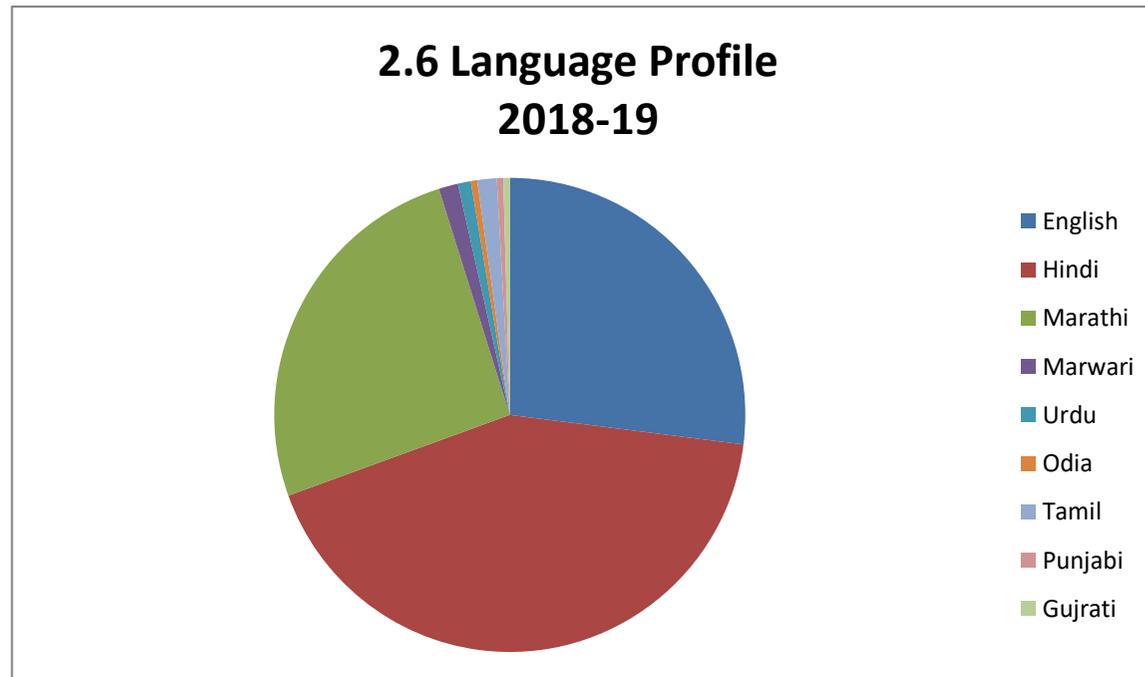
encouraged to participate in mother tongue clubs, reading of books written by regional authors, observing important days such as Hindi Diwas, birthdays of authors and occasionally doing the review of books written in regional languages. Students do read the vernacular language newspapers for getting information on events of national and international importance once in a week.

2.4 Languages of communication used inside and outside the classroom:

Students are encouraged to use English inside the classroom, though it is not the native language of most of the learners, and is the language of instruction in school. However, considering the diversity and students' needs, use of mother tongue or any other language the student is comfortable with, is promoted across the grades. Inclusive classroom practice is emphasized while developing language development of students. While in a social context outside the classroom, students are encouraged and guided to use responsible and rich language at all times.

2.5 Languages Spoken by the Student Community (2017-18)





Practices/Strategies to Promote Language Learning and Development

PYP: The School is in the process of developing a language continuum scope and sequence, which will be referred to by the teachers while planning and teaching. A framework of the curriculum will be shared with the parents and students, for them to be aware of the curriculum and to be able to provide support in their child's language development.

3.0 Language learning and development is promoted through curriculum:

Structured and purposeful inquiry is the main approach to teaching and learning language in school. Wherever possible, language is taught through relevant and authentic context of the transdisciplinary programme of inquiry in the Primary Years Programme. A balance between transdisciplinary and disciplinary dimension of the curriculum is maintained.

Students are given opportunities to learn about the language, learn through the language and to learn the language in the Primary Years Programme and the Middle Years Programme. Subsequently this practice will be implemented in the Diploma Programme as well.

All teachers are language teachers, and receive ongoing professional development through many opportunities in school: Grade level meetings, collaborative meetings, sharing of good practices, workshops, professional development readings.

The Programme of Inquiry provides scope for language learning and development through the strands of language: Oral language, Visual language and Written language **in the Primary Years Programme.**

In the **Middle Years Programme** students do get opportunity to learn language acquisition course(Hindi/French) through different phases (Phase 1 to 6). These phases place students in Emergent, Capable and Proficient categories. Students in all the phases are assessed for their proficiency in oral, written and spoken language.

Students are given opportunities to analyze, organize, produce and communicate through their main language (language & literature). A range of strategies are used to engage students in meaningful discussions. A variety of tools and strategies are used to assess students' progress and development in language.

Spelling protocols are practiced by all grades and students are encouraged to self-assess by way of corrections, and to also facilitate accurate spellings in the Primary Years Programme. Spellings are taught within context and not in isolation for students to apply to work, as appropriate and promote enhancement of vocabulary.

Citation and bibliography is promoted through all grades as per the age appropriateness of the students, and is practiced by all members, especially in the context of material used from different sources.

4.0 Role of Media and Library

(ongoing and in due course)

The Library and the Media play an active role in the language development. The resources cater to the diversity and needs of the school community. **The library and media literacy support language learning through:**

- The library is well equipped with a variety of books to meet the needs of learners in different age groups, and their reading abilities.
- Magazines, newspapers and journals are accessible to the community.
- Audio-visual resources are regularly used by the teachers to facilitate effective learning and teaching
- Reading programme is initiated by the library (for Grades 2 to 10).
- Author Visits to be promoted for reading and appreciation of literature.
- Book Fairs to expose students to a variety of books and resources by different publishers.
- Reading sessions by the librarian, students, teachers and parents.
- Dedicated reading slots on the time table across the Primary School both for digital and non- digital reading.
- Online access to the library for resources (in due course)
- Digital resources such as e-books and subscribed websites will be available for use by the teachers.

- Bilingual and multilingual resources to be available to meet the needs of the learners.
- Active involvement of the library for the effective implementation of all the Programmes.
- To use of a range of Web 3.0 tools by the teachers and students to make teaching and learning effective and interactive
- Use of technology (Teach next) in classrooms as a tool for research and learning.

5.0 Academic Learning and Support (in due course)

The ALS (Inclusive Education and English Support) teams will facilitate students with additional support in the class as well as outside the class in collaboration with the Home Room Tutor. Dedicated remedial sessions will also be provided to the students as additional support.

5.1 Practices for Academic Learning and Support for ALS and ESL students:

Student's preferred language is used as the medium of instruction

Modification of instructions and differentiated engagements and tasks

Individualized assessment mode and resources

Adaptations of the instructional tools

Individualized language plans as per the needs of the learner

Goals are collaboratively identified within the department along with the action plan

The current policy makes provisions for all the students in need of additional support to have access to contents, complete assigned tasks and participate in the language instructions at all grade levels.

6.0 LANGUAGE POLICY IN MYP

The language learning in school provides students with opportunities to consider issues from various perspectives so that they develop international mindedness and learn about own and other cultures. Communication is both an objective and an assessment criterion in most of the MYP subjects offered in the school.

AT WGS, students are provided with a sustained opportunity to learn at least two languages in every year of MYP.

6.1 Language and Literature Course (Language A)

Study of quality literature allows student to become proficient in language learning, understanding and its appreciation. This rigorous course develops linguistic, analytical, critical and communication skills which help in conceptual development across the subjects. Language and Literature course is normally offered in the best language of the student who is a native or near-native speaker. Besides English the school offers the host country Language (Hindi) as an option in Language and Literature course. Students who are proficient in Hindi can opt for Hindi as Language and Literature course in MYP.

6.1.1 Language and Literature Course Options

English

Hindi (Host Country Language)

6.2 Language Acquisition Course (Language B)

Through this course students are provided with a sustained opportunity to learn one more language. The main aim of this course is to encourage students to gain competence as critical, competent communicators over the five years of study. Language Acquisition objectives allow students to become multiliterate. The Language Acquisition subject area is organized in six phases. For the purpose of planning, teaching and assessment, there are objectives according to these phases. Language Acquisition in MYP at Wockhardt Global School offers Hindi, French and English. Learning an additional language fosters communicative abilities/ communicative skills and appreciation and understanding of other cultures. In keeping with the philosophy of the IB, these options are available to the students from MYP year 1 to year 5.

Language Acquisition (Language B) Options

French

Hindi

English

7. LANGUAGE POLICY IN Diploma Programme

In the Diploma Programme the language of instruction and teaching will be in English. Students who have limited skills in English will be provided with learning support that will include reinforcement in grammar, vocabulary, writing and reading. Language courses will be offered in two of the subject groups:

7.1 Language and Literature Course – Group 1

Language and literature - English and Hindi

WGS will offer language and literature course which aims to develop in students' skills of textual analysis and the understanding of the texts. Students who are proficient in Hindi can opt for Hindi as Language and Literature course in the Diploma Programme.

7.2 Language Acquisition Course – Group 2

Language B is an additional language-learning course designed for students with some previous learning of that language. Even students with little prior background can opt for languages offered in this group. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. WGS is planning to offer the following as Language B in IBDP:

Hindi - HL and SL Level

English – HL and SL Level

French SL

French Ab initio

8. Bilingual Diploma:

IB emphasizes on Mother Tongue Development of the students. One's cultural identity is a by-product of one's interaction with one's social environment. The school environment, hence, contributes heavily in shaping a student's sense of self, stemming from deep-set cultural pride.

English is an instructional language of the school and English is offered as Language A. However, WGS promotes bilingual Diploma and offers DP students, Hindi as an option for Language A, as it is the host country language and Mother Tongue of most of the students thus enabling a student for a bilingual Diploma.

8.1 For bilingual Diploma the school offers Hindi and English languages in Group 1.

(Language Ab Initio: It is designed for students with little or no experience of the target language.

WGS is going to offer following as Language Ab Initio in IBDP-

- Hindi- HL and SL
- English- HL and SL
- French SL
- French Ab initio
- Spanish SL (Online)

9. Self-taught Option:

In order to further support mother-tongue entitlement, the school will ensure provision for self-taught course. This will ensure that, even if the school is unable to provide a teacher for a language A subject, a carefully planned self-taught course can be followed, with the student's work being accurately assessed to the same standard as students who have followed the course with a teacher.

Where a student's mother tongue cannot be supported through a taught language A class, the school will support self-taught option that is available at language A: literature SL.

The term "school supported self-taught student" is used to stress the vital role the school will play in supporting students who undertake the study of language A: literature at SL without the assistance of a teacher of that language. Even when a student is referred to as "self-taught", the school must still provide support and assistance.

The programme of study for self-taught students is almost identical to that of the language A: literature SL syllabus but with the requirement that all the works studied must be taken from the prescribed list of authors (PLA) and the prescribed literature in translation list (PLT) or, for special request languages, from the approved book list and the PLT (details are given in the Handbook of procedures for the Diploma Programme). There are also differences in procedures for carrying out assessment tasks.

10. MOTHER TONGUE CLUBS:

Maintenance of mother tongue is central to our cognitive, affective and cultural development. The school offers Mother Tongue Clubs to engage the students in their mother tongue. To this end the library builds resources to support the mother tongue and this will be an ongoing process. Parents and community members will be invited to help the school in building activities, recognize and support each and every aspect of mother tongue development. Additional languages taught at WGS, enrich our linguistic, intellectual and social growth thereby guiding the students towards higher

confidence and self-respect. These languages (additional languages) will be chosen based on the linguistic profile of the school community mainly students.

11. OPTIONAL LANGUAGE CLUBS:

We believe that students should be given a platform to study languages over and above their curriculum. At school we offer a scope of learning one additional language through optional language club. Students can choose one language from Hindi, French, offered as a part of this club.

12. INCLUSION / LEARNING DIFFERENCES / LANGUAGE SUPPORT PROGRAMME:

When a student has been identified with language difficulties, support will be provided through Language Support Programme. These students will be given support and resources, so that they reach a certain level of proficiency in English Language.

The Learning Support teachers will help them meet the needs of students identified with special language learning needs. This support may be formalized through an In-class Support Plan or an Individual Education Plan and may involve short and long term interventions. If the identified student speaks English as an additional language, the Language department works closely with the Learning Support department and other teachers to provide the best service for the individual child.

The learning support department will be set up in future.

12.1 ESL Support:

The ESL (English as a Second Language) Department will support the needs of students from vernacular backgrounds or the students who have limited skills in English.

Students will be assessed at the time of admission for their English proficiency. Also, in the beginning of the academic year teachers will assess the English Language skills of the existing students. In

Diploma Programme students will be assessed by the ESL teachers using standardized tests. Depending on the result the student will be given the opportunity to receive learning support from the ESL teachers. This includes reinforcement in grammar, vocabulary, writing and reading. Students will be assessed at the time of admission. ESL department will be set up in the due course.

13. ROLE OF TEACHERS IN DEVELOPING LANGUAGE:

All Teachers at WGS are language teachers and have a responsibility to develop students' language through their curriculum. In their day-to-day teaching and learning they develop the language of students through scaffolding of command terms and terminology, connecting present knowledge with prior knowledge, developing self-affirmation in student and by extended learning.

14. ROLE OF PARENTS IN STUDENT LANGUAGE DEVELOPMENT:

Parents play significant role in student's language development. School involves parents to develop the language profile of the child. Parents are given option to choose the languages that the student will learn at the time of the admission and when graduating from PYP to MYP and then to DP.

Parents are also encouraged to help the school build up resources for mother tongue development. Parents who are proficient in their mother tongue are requested to help the school in the mother tongue clubs.

The school language policy will be published in the parent handbook and on the school website. Parents can access the school communication website for assignments and current news. Parents are an integral part of our community of learners and provide tremendous support for language learning at Wockhardt Global School. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency.

15. LANGUAGE POLICY LINK TO OTHER POLICIES

This policy is a working document and is actively linked with the other policies of the school which include admission, assessment and academic honesty policy. This policy has been made considering the latest IB documents.

15.1 Admission Policy

Applicants are required to complete a Student Background Survey that indicates their proficiency in their mother tongue, English and other languages.

We will screen applicants through various assessment procedures which include English language proficiency test.

We will collect samples of students' work to document linguistic and academic growth in language.

15.2 Assessment Policy

Language learning follows different stages; students learning/ acquisition varies from individual to individual. Language teachers will assess language skills - reading, speaking, writing, listening regularly and use differentiated strategies if required. Assessments will provide information on language growth and areas to work on. Following the IB requirement, subject teachers use variety of methodologies to build subject specific terminologies, vocabulary, command terms etc. There will be support teacher in each grade level along with the language teachers for providing this support. However, the students can also express their understanding of a concept dealt within the classroom in their mother tongue/additional language. They will be assessed using different strategies and tools.

15.3 Academic Honesty Policy

We at Wockhardt Global School aim at building students' critical and analytical skills and therefore it is mandatory for the students to support their articles, written assignments and essays with references and bibliography. The librarian conducts bibliography and referencing sessions with the students regularly to keep the school community updated on the format of referencing.

All teachers may help students with the subject specific language support as they all are language teachers.

All assignments submitted for grade marks have to be authentic and students' original work.

16. Ongoing Review of the Language Policy

This policy will be reviewed periodically by Wockhardt Global School steering committee along with school community keeping in mind changes proposed by IB and the needs of our learning community.

Bibliography

IBO. *Guidelines for Developing a School Language Policy*. Cardiff, Wales: International Baccalaureate Organization, 2008. International Baccalaureate, Apr. 2008. Web. 13 Mar. 2014.
http://occ.ibo.org/ibis/occ/Publications/publication-service.cfm?url=http://publication-service.ibo.org/g_0_iboxx_amo_0804_2_e

IBO. "IB Learner Profile." *IB Learner Profile*. N.p., n.d. Web. 07 Mar. 2014.
<http://www.ibo.org/programmes/profile/>

IBO. *Diploma Programme Language A: Language and Literature Guide*. Cardiff, Wales: International Baccalaureate Organization, 2011. International Baccalaureate Organization, Aug. 2013. Web. 5 June 2014.
http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dp/gr1/language_a1/d_1_a1lan_gui_1102_4_e.pdf

IBO. *Diploma Programme: Language B Guide*. Cardiff, Wales: International Baccalaureate Organization, 2011. International Baccalaureate Organization, Feb. 2011. Web. 1 July 2014.
<http://www.holyhearthigh.ca/wp-content/uploads/2011/09/FrenchB-2013.pdf>

IBO. *Diploma Programme: From Principles into Practice*. Geneva: International Baccalaureate Organization, Apr. 2015. PDF.

IBO. *Language Acquisition Guide*. Cardiff, Wales: International Baccalaureate Organization, 2014. May 2014. Web. 1 Jan. 2014.

http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHomeMYP.cfm&filename=myp/mgrp2/language_b/m_2_langb_guu_1405_1_e.pdf

IBO. *Language and Learning in IB Programmes*. Cardiff, Wales: International Baccalaureate Organization, 2014. Sept. 2011. Web. 5 Feb. 2014.

http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHomeMYP.cfm&filename=general/g_0_iboxx_amo_1109_1_e.pdf

IBO. *Language and Literature Guide*. Cardiff, Wales: International Baccalaureate Organization, 2014. Web. 1 July 2014.

http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHomeMYP.cfm&filename=myp/mgrp1/language_a/m_1_langa_guu_1405_1_e.pdf

IBO. *MYP: From Principles into Practice*. Cardiff, Wales: International Baccalaureate Organization, 2014. Print.

IBO. *Primary Years Programme Language Scope and Sequence*. Cardiff: International Baccalaureate Organization, Feb. 2009. PDF.

"World Intellectual Property Organization." *What Is Intellectual Property?* N.p., n.d. Web. 07 Aug. 2014. <http://www.wipo.int/about-ip/en/>