



# LANGUAGE POLICY 3.0

Reviewed Year – May 2023

Next review – May 2024

## 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.



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## 1. Language Philosophy

At Wockhardt Global School, we support the belief that language learning is a vigorous process that is essential to all aspects of education. We see language as a strong tool that promotes understanding of oneself and the world, intellectual growth, and self-assurance in addition to serving as a medium of communication. Through meaningful contacts, we are dedicated to fostering individual development, protecting cultural identity, and advancing intercultural awareness.

**Learning a language demands learning the language itself as well as learning the language through it and about it (Halliday).** The school's philosophy is to respect and advance the diverse languages and cultures of its student body. Through the disciplinary, transdisciplinary, and interdisciplinary aspects of the curriculum, the school offers opportunity for pupils to develop their language abilities. Through its components of reading, speaking, viewing and presenting, listening, and writing, language is developed for the aim of all-around communication.

The language of instruction at Wockhardt Global School is English, however, the school admits students from a variety of linguistic backgrounds and will offer assistance with academic study when necessary. In addition, the school holds that all teachers are language educators who are in charge of helping students improve their language abilities and customizing their resources and teaching methods to suit their individual needs.

The school emphasizes the study of Hindi as a second language in addition to French, Spanish, and German. It is required for the Primary Years Program and optional for the Middle Years Program and Diploma Program. This is due to the fact that it acknowledges the value of the host culture's national language. Based on a student's needs, differentiated education and learning opportunities are provided.

Various channels are provided for students to communicate in their native language to further their learning. The educational institution actively encourages family involvement to nurture the growth of students' linguistic characteristics. The linguistic profile of the students in the local area is created to improve linguistic learning opportunities in school, and to integrate approaches and tactics to offer assistance to learners, based on their linguistic requirements."

## 2. Language Profile

### ***2.1 Diversity in languages spoken by the students***

Through an information gathering process and student consultations, the educators across the PYP, MYP, and DP developed linguistic profiles of the students. The linguistic profile for the DP will be constructed in the near future. The material was sequenced, analyzed and disseminated so that the community's learners may benefit from significant and improved learning possibilities.

## ***2.2 Languages of teaching and learning***

English, Hindi, and Marathi are the predominant languages among the learner population. The language of instruction in the school is English, and thus, it is compulsory for every student. Hindi, as the official language of the host nation, is provided as a secondary language and is required for all learners starting from Nursery to Grade 5. Marathi is non-assessed language. The Middle Years Programme (Grade 6-10) for Hindi, French, Spanish, and German offers pupils the appropriate stages (level) based on their requirements, past knowledge, and language skills. The Diploma Program also offers Standard and Ab initio level (beginners level) instruction in French, Spanish, and German.

French, Spanish, German, and Hindi are the available languages from which students are able to choose one. English is preferred as Language and Literature course. However, language acquisition courses might be given to students who face difficulty with English language and are unable to enroll in language and literature courses. In this case, students may choose Hindi as their language and literature subject.

## ***2.3 Mother Tongue Support***

Wockhardt Global School, an international school is located in India, a country with more than 25 different regional mother languages. For this reason, it's essential to make it evident that when we talk about a mother tongue, we do not only consider foreign languages; we also refer to the range of "regional mother tongues" that enhance children's overall school language profiles. A variety of activities are used to promote Marathi, the language of the host region.

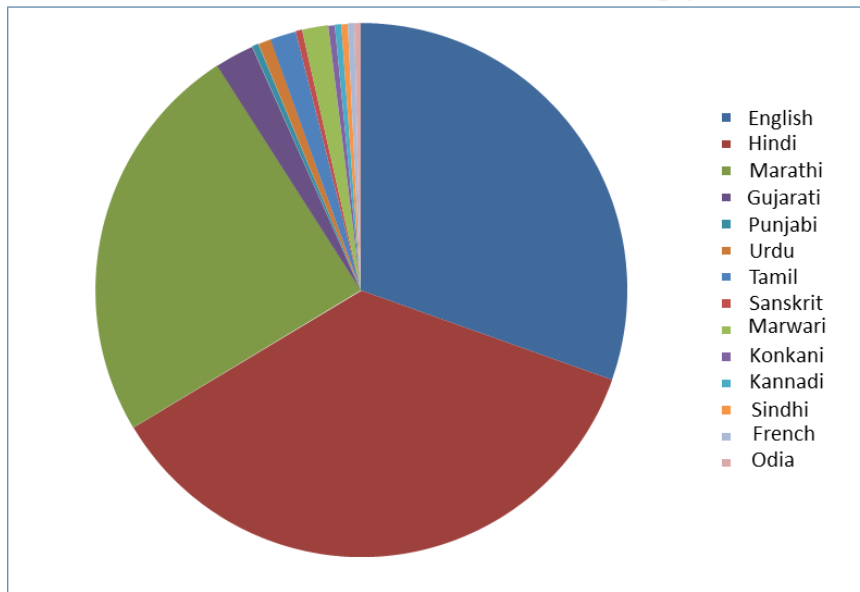
The mother tongue will be celebrated and promoted in the Primary Years Programme through class discussions, the use of in-class online translators, student displays in the mother tongue, visits from parents who will share stories and information in various mother tongues, and the commemoration of international holidays and events, such as the International Mother Language Day. In both academic and social environments, students are free to express their needs, wants, and ideas in their mother tongue. Students in the Primary Year Program study Marathi in addition to learning English, Hindi, and French.

The library also offers assistance by way of resources that are available to teachers and learners in a variety of languages. Students would be encouraged to join mother tongue groups, study books by regional authors, observe significant holidays like Hindi Diwas, authors' birthdays, and occasionally evaluate works published in regional languages throughout the Middle Years Programme. Once a week, students read vernacular language newspapers to learn about important national and worldwide events.

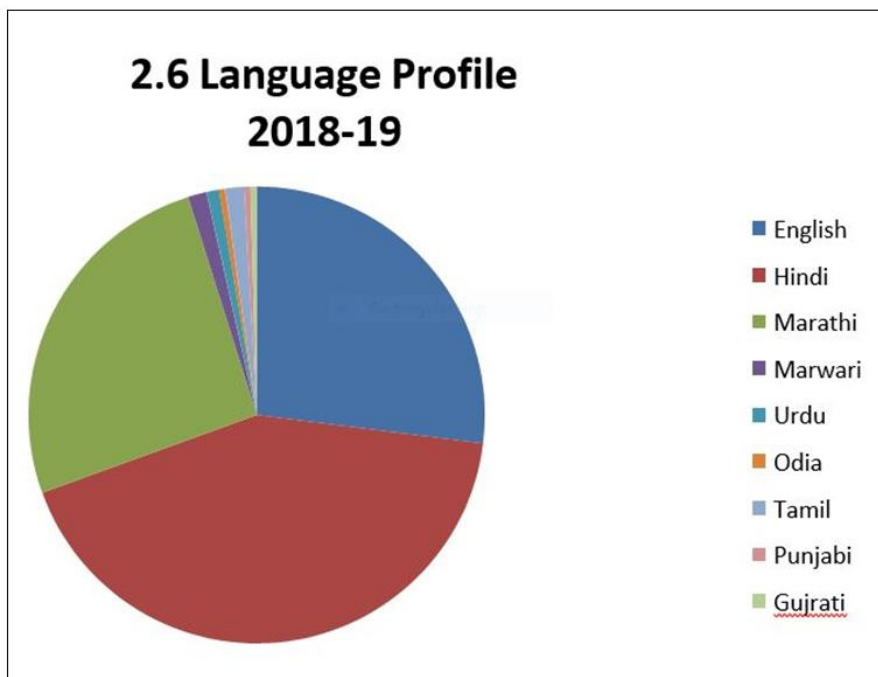
## ***2.4 Languages of communication used inside and outside the classroom***

In the classroom, English is the preferred language of instruction for students, although it is not their first language. However, due to the diversity of the student body and their individual needs, the student's mother tongue or appropriate language is encouraged in all classrooms. Participation is a key factor in the student's language development. Additionally, in social situations outside of the classroom, the student is always encouraged and supported to use appropriate and rich language.

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



## 2.6 Language Profile 2018-19



### Practices/Strategies to Promote Language Learning and Development

PYP: A framework for language advancement is being built by the school, which will be used by teachers to organize and conduct lessons. Parents and students will be given access to an educational framework, allowing them to better understand the learning program and help their children improve in their language skills.

### 3. Language learning and development is promoted through curriculum

The primary method for language instruction and acquisition in school is a systematic and purposeful inquiry. Whenever possible, language is taught within the relevant and authentic setting of the transdisciplinary inquiry-based program in the Primary Years Program. This

educational strategy maintains a balance between its transdisciplinary and specialized components of the curriculum.

Students are provided with opportunities to learn about the language, learn through the language, and learn the language in the PYP, MYP, and DP. Every educator serves as a language instructor and undergoes continuous professional growth through various opportunities within the school, including grade level meetings, collaborative meetings, exchange of effective practices, educational workshops, and pedagogical reading materials."

In the Primary Years Program, the Program of Inquiry provides opportunities for linguistic learning and development in the areas of Spoken language, Visual communication, and Written language.

Students in the Middle Years Program have the chance to participate in a language acquisition course in phases (phases 1 to 6), learning Hindi, French, Spanish, or German. Students are categorized into Emergent, Capable, and Proficient competency levels using these phases. The proficiency of students in all stages is assessed in the areas of reading, writing, listening, and speaking.

Students are given the chance to analyze, organize, produce text and use language (language & literature), and communicate. To engage students in meaningful discussion, a variety of strategies are employed. The growth and linguistic development of kids is evaluated using a range of tools and strategies.

All grade levels practice spelling rules, and in the Primary Years Program, students are encouraged to self-evaluate by making mistakes. Spellings are taught in the context and not in isolation so that students can use them in their work, when necessary, and to expand their vocabulary.

Citation and bibliography are encouraged throughout all grades in accordance with the kids' ages and are used by all members, particularly when content is taken from a variety of sources.

#### **4. Role of Media and Library (ongoing and in due course)**

The Library and the Media are both active participants in language development. The resources cater to the school community's variety and requirements. Language learning is aided by the library and media literacy in the following ways:

- The library is well-stocked with a wide range of books to fulfill the needs of students of various ages and reading skills.
- The community has access to magazines, newspapers, and journals.
- Teachers frequently employ audio-visual tools to assist effective learning and teaching.
- Early-year programme students are shown stories on screen, and recitation of stories is done for them.
- The reading programme is initiated by the library (for Grades 2 to 10).
- 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.

- Access to the library's resources online (in due course)
- Teachers will have access to digital materials such as e-books and subscribed websites.
- There are few resources available to provide bilingual and multilingual materials to meet the needs of students.
- The library actively contributes in ensuring the success of all programs.
- Teachers and students are urged to use Web 3.0 tools to improve the efficacy and interactivity of teaching and learning.
- Technology, specifically Teach Next, is used in schools as research and learning tool.

## **5. Academic Learning and Support (in due course)**

The ALS teams will collaborate with Home Room Tutors to give students with extra help both within and outside the classroom, with an emphasis on Inclusive Education and English help. As a bonus, students will be able to attend dedicated remedial sessions.

### ***5.1 Practices for Academic Learning and Support for ALS and ESL students***

The medium of teaching is aligned with the students' preferred language, and instructional adjustments, different engagement strategies, and tailored assessment modes and resources are used.

Adjustments are made to educational tools, individualized language plans are constructed based on individual learner needs, and departmental goals and an action plan are established collaboratively.

The current policy guarantees that students in all grade levels who require additional assistance have access to content, complete assigned tasks, and actively participate in language education.

## **6. Language Policy in MYP**

Students in our school's language learning curriculum have the opportunity to investigate themes from various perspectives, creating worldwide awareness and promoting knowledge of their own and others' cultures. Communication skills are emphasized and assessed in various MYP subjects at our school.

Every year throughout the MYP program, students at WGS are continually exposed to the potential to achieve competency in at least two languages.

### ***6.1 Language and Literature Course Group 1 (Language A)***

Students who engage with high-quality literature improve in language acquisition, understanding, and appreciation. This demanding program develops linguistic, analytical, critical, and communication abilities, as well as conceptual development in a variety of areas. The Language and Literature course is typically taught in the student's best language, either their native tongue or one in which they are fluent. In addition to English, our school offers Hindi as a language option within the Language and Literature Programme. Students who are fluent in Hindi can choose it as their Language and Literature course in the MYP.

### ***6.2 Language Acquisition Course Group 2 (Language B)***

This course provides students with ongoing opportunities to improve their skills in a second language. The fundamental purpose of this course is to help students develop as skilled, critical communicators throughout their five years of study. Language Acquisition objectives



help pupils attain multiliteracy. The Language Acquisition topic area is divided into three levels or six phases, with related objectives for planning, teaching, and assessment. The MYP Language Acquisition program at Wockhardt Global School comprises Hindi, French, German, Spanish, and English. Learning a second language improves pupils' communication abilities and fosters an appreciation for and understanding of different cultures. These language options are available to students from MYP year 1 through year 5 in accordance with the IB's educational philosophy.

### **Language Acquisition (Language B) Options**

- French/ Hindi/ German/ Spanish
- Marathi is a compulsory subject from MYP 1 to 3 as a non-assessed language.

## **7. Language Policy in Diploma Program**

In Diploma Programme, the language of instruction and teaching is English. Students who have limited skills in English are provided with learning support that includes reinforcement in grammar, vocabulary, writing and reading. **Language courses are 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 offers the following as Language B in IBDP:

- Hindi - HL and SL Level
- English – HL and SL Level
- French SL and Ab initio
- Spanish Ab initio
- German Ab initio

## **8. Bilingual Diploma**

The IB lays a heavy emphasis on developing students' skills in their native language. Interactions in a person's social environment shape their cultural identity. As a result, the educational environment plays an important part in creating a student's self-identity, which is rooted in a profound sense of cultural pride.

While English is the most prevalent instructional language at the school and is offered as Language A, WGS aggressively promotes bilingual diplomas. As the host country's language and the mother tongue of the majority of students, Hindi is also available as

Language-A option in the Diploma Programme. This inclusion allows students to seek a bilingual diploma while also enriching their linguistic and cultural experiences.

### **8.1 The school offers Hindi and English languages in Group 1 for Bilingual Diploma**

- Hindi - HL and SL Level
- English – HL and SL Level

## **9. Self-taught Option**

To improve the promotion of mother-tongue learning rights, the school will build a framework for self-directed courses. This strategy ensures that, if the school cannot provide a teacher for a Language A subject, students can pursue a well-structured self-taught course. This self-taught course will be meticulously assessed in order to maintain the same high standards as students who have been guided by a teacher throughout the course.

When a student's mother tongue cannot be accommodated in a standard Language A class, the school will give support for the self-taught option within the Language A: Literature SL category.

The phrase "school-supported self-taught student" emphasizes the school's important role in assisting pupils who opt to study Language A: Literature at SL without the help of a language teacher. It is critical to highlight that even though a student is characterized as "self-taught," the school is still responsible for providing support and help.

The curriculum for self-taught students is very similar to that of Language A: Literature SL. However, there is a specific requirement that all literary works examined come from the prescribed list of authors (PLA) and the regulated list of literature in translation (PLT). In the case of special request languages, the books are picked from the approved book list and the PLT (more information can be found in the Diploma Programme Procedures Handbook). There are also differences in the techniques for carrying out evaluation activities.

## **10. Mother Tongue Clubs**

The maintenance of one's mother tongue is crucial to our cognitive, emotional, and cultural development. In pursuit of this goal, the school offers Mother Tongue Clubs to actively engage pupils in their mother languages. Furthermore, the school library is dedicated to consistently extending its materials to encourage mother tongue development.

To do this, the school encourages parents and community members to participate in programs targeted at fostering and promoting all aspects of mother tongue development. In addition to these efforts, the introduction of new languages at WGS contributes to the improvement of our linguistic, intellectual, and social capabilities. These additional languages are chosen based on the linguistic makeup of the school community, which is primarily motivated by the kids' needs and backgrounds.

## **11. Optional Language Clubs**

We think that students should be given the opportunity to learn languages outside of the scope of their regular courses. Through an optional language club, we provide students

with the opportunity to learn an additional language at school. The club offers Hindi, French, Spanish and German as options for students to pick from.

## **12. Inclusion / Learning Differences / Language Support Programme**

The Language Support Program will offer assistance to students who have been identified as having language problems. These students will receive assistance and materials to help them develop their English language skills to a specified level.

Students identified as having unique language learning needs will receive assistance from the learning support teachers in meeting their needs. Short-term and long-term interventions may be a part of this assistance, which may be formalised through an Individual Education Plan or an In-class assistance Plan. The Language department collaborates closely with the Learning Support department and other teachers to give the best support possible for the selected student who speaks English as a second language. The department of learning support will be established in the future.

### **12.1 ESL Support**

Students with limited English proficiency or those from vernacular backgrounds will have their needs met by the ESL (English as a Second Language) Department.

At the time of admission, students will have their level of English ability evaluated. Additionally, teachers will evaluate the current pupils' proficiency with the English language at the start of the academic year. Standardised assessments will be used by ESL teachers to evaluate students in the Diploma Programme. The student will have the chance to obtain learning support from the ESL teachers depending on the outcome. This covers instruction in writing, reading, writing mechanics, and grammar. At the time of admission, students will undergo an evaluation. The ESL department will be established as soon as possible.

## **13. Role of Teachers in Developing Language**

Every teacher at WGS is a language educator, and it is their duty to use the curriculum to help students improve their language skills. Through the scaffolding of command terms and terminology, the connection of current knowledge with prior knowledge, the development of self-affirmation in students, and extended learning, teachers and learners daily work to help students enhance their language skills.

## **14. Role of Parents in Student Language Development**

Parents play an important role to their children's language development. The child's linguistic profile is developed with the help of the parents and the school. When a student is admitted and when they graduate from PYP to MYP and subsequently to DP, parents have the choice of selecting the languages they want their child to learn. Additionally, parents are urged to assist the school in gathering materials for mother tongue development. In order to support the school's mother tongue clubs, parents who are fluent in their mother tongue are asked to do so.

The parent handbook and the school website will both contain the language policy for the school. Assignments and the most recent news can be found on the school's communication webpage for parents. At Wockhardt Global School, parents play a crucial role in our community of learners and offer a lot of support for language acquisition. The

school employs a variety of techniques to convey to parents how crucial it is to retain academic proficiency.

## **15. Language Policy Link to Other Policies**

This policy is a work-in-progress that is closely related to the school's other policies, including those governing admission, evaluation, and academic honesty. This policy was developed in light of the most recent IB documents.

### **15.1 Admission Policy**

A Student Background Survey that asks about a candidate's knowledge of their native tongue, English, and other languages is necessary.

We will examine candidates using a variety of methods, including an English language competence test.

To track linguistic and academic language growth, we shall compile student work samples.

### **15.2 Assessment Policy**

The phases of language development vary from student to student, as does the rate of learning and acquisition. Language teachers will frequently assess students' language proficiency in reading, speaking, writing, and listening and will apply individualised teaching methods as necessary. Assessments will reveal language development trends and problem areas. Subject teachers construct subject-specific terminologies, vocabulary, command phrases, etc. in accordance with IB requirements using a number of techniques. Along with the language teachers, support teachers will be present in each grade level to offer this assistance. The students may, however, either use their mother tongue or another language to demonstrate their knowledge of a concept covered in class. They will be assessed using different strategies and tools.

### **15.3 Academic Honesty Policy**

At Wockhardt Global School, we want to help students develop their critical and analytical thinking, thus we require that they cite sources and include a bibliography in all of their written work, including essays, assignments, and articles. To keep the school community informed about the referencing style, the librarian routinely holds workshops with the pupils on bibliographies and referencing.

Since all teachers are language teachers can assist students with subject-specific language support.

All assignments submitted for grading must be true and original student effort.

## **16. Ongoing Review of the Language Policy**

The Wockhardt Global School steering committee and school community will periodically review this policy in light of any changes suggested by the IB and the requirements of our learning community.

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