



# LANGUAGE POLICY

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## 1.1 Philosophy

We believe that language is a vital and intrinsic part of life. We approach the learning of language as a whole. We recognize that language, like all things in life, requires structure but structure alone does not constitute a language. We recognize that every teacher is a language teacher and that language itself is transdisciplinary. We support the acquisition of language through its usage and the use of language to acquire and pass on understanding. We recognize and appreciate the use of language to express many different perspectives and encourage an exploration of the same. Above all, we work towards instilling an appreciation of language that will fuel lifelong learning.

## 2.1 Rationale

In this respect all students should

- 2.1.1 Experience language in all forms and disciplines
- 2.1.2 Develop a respect and appreciation for language and literature
- 2.1.3 Use language effectively to communicate
- 2.1.4 Develop communication skills (Reading, Writing, speaking, listening, viewing and presenting) essential for a global citizen.
- 2.1.5 Use language as a vehicle for gaining understanding to ensure the usage of language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction.
- 2.1.6 Develop cultural awareness and an international outlook through language
- 2.1.7 Be aware of the technical influences and trends in language
- 2.1.8 Be aware of the importance of languages
- 2.1.9 Learn about language in a variety of ways.
- 2.1.10 Learn more than one language (above the age of 6)

## 3.1 Aims of this Language Policy

- 3.1.1 To ensure that all language instruction is in line with the philosophy
- 3.1.2 To ensure a varied approach to language instruction and assessment.
- 3.1.3 To ensure that all strands of language are incorporated in its instruction (Meta-language, Trans-disciplinary language, Literature)
- 3.1.4 To ensure that language instruction is provided at a grade appropriate level and that, taking into consideration cultural diversity, provision is made for appropriate enrichment and support.
- 3.1.5 To seek and ensure continuous improvement in language skills for all students.
- 3.1.6 To ensure articulation and synthesis across the grade levels in connection to language instruction.
- 3.1.7 To ensure that a lifelong learning interest in reading is developed



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### **Languages offered In the PYP at Viva - The School**

English is the language of Instruction right across the school. Other additional Languages that are offered are –

Hindi: Grade 2 → 5

Telugu: Grade 2 →5

### **5.1 Roles and Responsibilities**

While language is the responsibility of all teachers, there will be a language committee that will be responsible for the creation and adaptation of the language programme in view of current research and the implementation of the same. The committee will include teachers, administrators and specialists across programs to provide a range of perspectives.

### **6.1 Time Schedule in the PYP for Language Instruction**

While we recognize that every teacher is a language teacher and thus language instruction cannot truly be a separate unit. We allocate specific time for the acquisition of language skills as follows:

- a 6-8 hours a week for English language (medium of instruction)
- b 1-2 hours a week for Additional Language instruction
- c ESL/ Mother Tongue Support as individual cases/requirements demand. In the case of students who are unable to speak English at all – 1 period every day until survival English is attained. This will be phased out to thrice a week for 1 period until the student is more comfortable in using English independently. There on the Student will receive 1 period a week as ESL support until the ESL teacher in conjunction with the parents are of the opinion that ESL support is not required.

### **7.1 The Written Curriculum in the PYP**

The school will create its own Scope and Sequence documents for all language instruction based on the IBO exemplar documents. In addition to this, there will be an overview and checksheet for specific learning outcomes in Language at each grade level. A range of text books will be used as resources for attainment of specific goals in Language. The scope and sequence documents will be reviewed at the end of each year by the Language committee for any changes or updates.

Specific Requirements:

- a Each grade level from grade 2 will conduct a novel study.
- b By the end of the year, each grade level must have addressed all of the learning outcomes outlined in the grade overview.
- c All strands of language must be offered: oral (speaking and listening), written (reading and writing) and visual (viewing and presenting).
- d Language must be integrated into the Programme of Inquiry where appropriate (about 60%)

### **8.1 Methods of Instruction in *the PYP & MSP***

- a** Methods of instruction must keep abreast of recent research in the area of language instruction (MI, differentiated instruction, activity based approach, whole language instruction etc.)
- b** Language should be approached through an inquiry-based method where possible
- c** Support for Multilanguage will be provided by text books which will act as resources and not the sole medium for instruction
- d** Transdisciplinary/interdisciplinary language and literature will be integrated wherever possible
- e** Language will be offered through differentiated instruction wherever possible to address support and enrichment requirements.
- f** English will be the language of instruction, however, to assist ESL students in inquiry, we assist them to translate using dictionary, seeking the support of ESL teacher, buddy translators and parent volunteer

### **Assessment in the PYP**

#### **9.1**

The specific learning outcomes created by the school for language will form the basis for assessment. Assessment of language, both formative and summative, will be integral to learning and teaching and fully incorporated into the programme. Evidence of assessment must be recorded periodically as a basis for evaluation.

Reporting on language will occur as follows:

- a** First term and final term Report Cards (Sep-Oct/Mar) – Check boxes for specific skills and anecdotal comments.
- b** At PTC( Parent Teacher Conference)s
- c** Portfolios to show samples of work
- d** Students will comment on their own development during the SLC (Student Lead Conference) in April.

#### **The Term Report-Language (see appendix A)**

The specific criteria for assessment in the term report must relate to the language scope and sequence documents for that grade level. All skill-evaluations must be based on specific assessment records.

The language report criteria must come under the following headings:

- a** Oral – Speaking and listening
- b** Written – Reading and Writing
- c** Visual – Viewing and presenting

Assessments methods should be varied to suit different learning styles. Assessment tools could include:

- a** Anecdotal records
- b** Student work samples
- c** Peer/self-assessment
- d** Teacher designated tests



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Aside from assessment of skills, attitudes and work habits should also be addressed in the report through the 'individual comment' section.

The language/PYP coordinator will approve all language report templates to ensure they are age-appropriate, appropriately worded, horizontally and vertically aligned and complete.

The ESL/SEN department will provide the reports for their students and these will be added to the main report. However, in cases where ESL/SEN children are involved in language class-work with the rest of the class, the class teacher should comment on progress noted.

### 10.1 English as a Second Language (ESL)

The main aim of ESL support is to facilitate complete integration of students on social and academic levels.

ESL support will be offered on a case-by-case basis to students who are native speakers of languages other than English. Children from these backgrounds will be observed by the grade teachers and ESL teachers to determine if they require ESL instruction.

ESL support is offered for various levels and purposes. ESL students may require anything from survival-level spoken language instruction to advanced-level written-skills enhancement. Students will be taken out of mainstream classes, usually English or second language, and given support in all four skill areas (Reading, Writing, Listening and Speaking) as well as explicit Grammar instruction. ESL classes will not number more than 6 or less than 2 per week per student.

An array of classroom activities (e.g., group text handling, news report, article and blog writing, written assignment projects, pair presentations in response to a visual) have been designed to give the Student optimum opportunity to demonstrate his or her understanding of subject-specific content. Correction keys, as well as various editing tools are utilized to improve Student writing skills.

More time devoted to debate and classroom discussions with the use of carefully selected educational materials such as TED talks and interviews has provided an opportunity to better achieve Student learning outcomes. These techniques have opened up a forum for discussing culturally sensitive topics and have been an excellent means for encouraging more shy and reticent Students.

Pair work in speaking activities in combination with the use of the set criteria has proved to ease students in preparation for the Individual Oral. The use of projected images and videos for whole class discussions has effectively maintained cross-cultural understanding, bridged cultural gaps and promoted sensitization amongst Students as well as meeting the diverse language needs of students.



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In order to effectively support challenged ESL Students, personal mentoring sessions are arranged based on recent PTM meetings, the Students meet with the ESL teacher once a week after school to discuss immediate goals for the coming week, and the support is regularly adjusted in relation to the evolving student progress and needs.

Math and UOI integrated teaching will also feature where possible, mainly in terms of concept and vocabulary support. Students will also receive help in projects and other assessments where required.

ESL has its own report card with pre-set standards and benchmarks.

### 11.1 Development and maintenance of mother tongue

Respect for and valuing an individual's first language(s) and culture is important in order for English language learners to succeed.

Development of mother-tongue language is crucial for cognitive development and in maintaining cultural identity. It also has the potential to increase intercultural awareness and understanding, and enables students to remain in touch with and retain a positive attitude for the language, literature and culture of their home country. This allows students whose mother tongue is not the language of instruction to be well accommodated into the mainstream curriculum. By providing support to a student's mother tongue we take Self-esteem into account.

Parents play a vital role in the education of their children by working in partnership with educators. Parental support is an important component of an English language learner's education. Parents, guardians and the counselor should be encouraged to actively participate in the learning process.

### 12.1 Special Educational Needs (SEN)

Children with suspected SEN will be observed by the SEN department and they will then develop a course of action in collaboration with the class teacher and parents, in the form of an Individualized Educational Plan (IEP). The IBO / CIE will be informed of the Special requirements of the students with SEN, and its permission will be sought in advance in order to prevent any disadvantage to these students at the time of the final CBSE / IB-DP / IGCSE examinations. Students with SEN often have delayed language development and are unable to cope with two languages at a time.

In addition, their first language is often not as fluent as it needs for them to be successful in their academics. Exposure to an additional language is only encouraged if it does not hamper the development of the primary language. Students up to Grade 5 are encouraged to keep up with an additional language if they are able to cope. If their first language, English, is not developed adequately, students with SEN are encouraged to take ESL instead of English as a First Language.



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### 13.1 Professional Development

In line with the school's commitment to professional development, there will be ongoing opportunities for teachers to attend both IBO and other workshops related to language development. Alongside this, in-house workshops will be held as well as assigned professional development reading where relevant. At Viva, we believe that every teacher is a Language teacher and to promote this, all teachers will receive regular in service training for strategies and methodologies on how to teach students who have ESL in the class. The Program Coordinator is responsible for providing material for professional development and keeping teachers up to date on current practices in language instruction.

### 14.1 Resources

The Language Department will keep up to date with current available resources for language instruction and will put in their requirements for the next academic year one term in advance. A budget amount will be allocated for language resources on an ongoing basis.

### 15.1 Parental Involvement

At Viva, we recognize parental involvement is a key ingredient to success. Parents can be involved, at the teacher's discretion, in reading programmes, story reading, literacy sessions, in helping with the language learning program etc. but must adhere to the guidelines set out by the School.