

# Birla Open Minds International School

## Language Policy (2022-23)

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The policy was originally prepared by IBCP coordinator and reviewed and understood in collaboration with teachers and librarian and included the perspectives of the steering committee. The policy has been further approved by the principal.

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## **I. BOMIS Mission Statement:**

The school strives to be a community of open-minded global learners. All members are the flag bearers of the peaceful world and care about one another, value and respect intercultural and individual differences. Encompassing the learner profile of collaboration and creativity by engaging in challenging skill based competencies, extend the boundaries to maximize the potential of the learners.

We aim to provide a happy, caring and stimulating environment where children and teachers will recognize their differences and achieve their fullest potential, so that they can make their best contribution to society. To realize this very objective the language learning skill is one of the necessary tools which gives students the capacity to solve problems, to think critically and creatively. The language empowers both students and teachers to understand, respond and react to the ideas, attitudes and emotions.

English is the language of instruction and students are given ample opportunities to develop their mother tongue thus creating an appreciation, respect and value for one's own culture and language. The school also provides opportunities to learn the other local and foreign languages. We offer Telugu (local language), Hindi (National language) and Spanish and French as foreign languages.

The school has a language steering committee which includes representatives of all the stakeholders; IB programme coordinator, teachers, librarians, administrators, parents, students, and other members of the school community. The committee collaborates with other departments as well to collaborate and to collect the views and opinions related to language learning.

## **II. Purpose:**

The main purpose of this document is to outline the language learning, planning, profiling, pedagogy and assessment. It is a working document which is consistent with the Principles and Practices of the IB and is prepared by the language steering committee composed of members from all sections of the school; teachers, school leadership team and parents.

In this world of rapid globalization, multilingualism is one of the important aspects to promote intercultural understanding and international mindedness. Towards this the acquisition of language is a dynamic, life-long process permeating all learning, fostering intellectual growth, and promoting the development of personal and international understanding.

### **III. Language Philosophy:**

Language learning, multilingualism and the development of critical literacy are considered important factors in promoting intercultural awareness and international mindedness thus creating a stimulating environment wherein the school community perform and achieve to their fullest potential. This has been implicitly imbibed in BOMIS mission statement.

The emphasis of language learning is on social and transactional aspects rather than mere grammar and structure.

English is the working language of the school in which we communicate with our stakeholders and in which we give full support to school administrators and teachers. Our curriculum and administrative material and website will be in English Language. However, wherever required we encourage local language Telugu and National Language Hindi with the support staff.

English is the language of instruction. The curriculum will entirely be dealt in English except the second languages and foreign languages. The English language is basically ESOL (English to speakers of other languages) and EAL (English as an additional language) as learners speak more than two languages. We follow the three-language policy which is aligned with National Education Policy requirements. Students learn State official language (Telangana Telugu), English and an elective language (Hindi/French/Spanish).

### **IV. Mother Language Support**

We have students of different mother language/heritage language backgrounds such as Telugu, Bengali, Tamil, Malayalam, Urdu and Marathi. However, in India the natives are well exposed to their National Language Hindi. Students learn Hindi as a second language from kindergarten. Support is provided to students who need extra assistance in the second language. Translated materials are sent home to parents; conferences and parent meetings are conducted using both Hindi and English language where appropriate. The library and media center contains books in Hindi languages including books about host country culture and heritage.

Parents are encouraged to read, write, and speak with their children, especially in their native/heritage languages, as these skills will transfer over to the development of English literacy.

## **V. Aims**

- To Promote knowledge and understanding of students' speaking, listening, reading, and writing skills, and to identify areas of strengths and weaknesses in English, the local and national language, and any other foreign/new languages the student is developing.
- To promote natural curiosity about world cultures through language learning
- To promote social skills and emotional balance through multilingual exposure
- To develop a shared understanding amongst teachers' role of students' language learning and how work in different subjects can contribute to one another and communicate effectively in their mother language and the language of instruction in the school, i.e., English.
- To improve students' own learning and achievement.

## **VI. Admission policy and language learning**

Parents fill in the application form which indicates their mother tongue and proficiency levels in different languages known. Student's mother tongue and proficiency levels in other languages are identified at this stage. This enables the school to provide adequate opportunities for the development of the mother tongue and in placing the student in appropriate Languages and phases.

Students are given admission as per average age criteria (according to Education Department guidelines), previous grade reports (if applicable) and student and parent interaction with the admissions team and academic coordinator.

Students undergo an English aptitude test. The test measures their basics of reading, writing and comprehension skills. The observations of the performance will be shared with the specific grade level teachers to understand the child and to put them in appropriate phases of learning.

## **VII. Language profiles of students**

Students are assessed for their proficiency in speaking, listening, reading and writing in English and other languages that they learn at school. The respective language departments put them into groups of beginners, intermediate, advanced levels.

To appropriately support language learners, it is essential to understand where they have come from, where they might be going, which languages they

use in different domains and for different topics, what their educational history is in these languages, and which languages they will need to take with them into adulthood and use this information to develop a language pathway for them. Language profiles will be encouraged in the sample format attached in the Appendix. Once in each semester the language proficiency test will be conducted to analyze the learning growth and to devise the support methods.

### **VIII. Language practices**

The pedagogy of language learning includes the methodology BICS (Basic Interpersonal and Communication Skills) and CALP (Cognitive Academic Language Proficiency). School integrates IB Approaches to learning (ATLs) as means of delivering the support to all language students.

The school intends to follow Michael Halliday's (1985) description of the three strands of language and learning

They are:

- learning language (Discrete skills, BICS, the art of language)
- learning through language (CALP)
- learning about language (Literacy Analysis and Critical Literacy) 1

The following IB pedagogical principles areas are aligned with BICS and CALP to provide connections and to implement language learning across grade levels and programmes.

1. based on inquiry
2. focused on conceptual understanding
3. developed in local and global contexts
4. focused on effective teamwork and collaboration
5. differentiated to meet the needs of all learners
6. informed by assessment (formative and summative)

BICS focuses on the language necessary for day-to-day conversations and interactions. CALP concentrates on the language necessary to understand and discuss content in the classroom. The second language grows from the foundation of the first language. The stronger the first language, especially CALP, the stronger the second language can be.

IB ATLs are included in the language learning

#### **Communication skills:**

- Learners will communicate in written and oral comprehension (both productive and reproductive- discrete skills).
- write different types of texts for various purposes enhancing expression of concepts and critical thinking

- formulate arguments (reproductive and be able to process other viewpoints whether orally or written).
- Learners will be able to listen to, understand various spoken messages in a variety of circumstances and to speak concisely and clearly.
- Acquires the ability to use technology ethically and also implies the technical language where necessary

### **Thinking Skills:**

Language learning aims at developing students' metacognition, reflection, and critical thinking skills

### **Social Skills:**

Language learning is an active social process with a focus on collaboration as a crucial way of constructing understanding meaning.

It promotes appreciation and respect of individual differences, cultural and language diversity while learning the foreign languages and languages other than mother tongue.

### **Self-Management skills:**

Learners will practice organization skills, managing time and tasks, goal setting while maintaining their language portfolio, practice affective skills in terms of managing motivation, resilience, and mindfulness.

This will enable students to gain some control over their motivation and ability to deal effectively with setbacks and difficulties which are prevalent with language acquisition

### **Research Skills:**

Learners are encouraged to become responsible for their own learning and involved in the planning and evaluation of their instruction of language. Use their life experiences as resources for learning; focus on being problem centred rather than content-oriented research. Understand the importance of their learning.

## **IX. Scaffolding for language learners**

As the language development involves a continuing process of meaning making, our students are comfortable expressing themselves in English in an informal situation, many require dedicated scaffolding in academic language. While the more formal and traditional aspects of language learning, such as grammar and vocabulary, cannot—and should not—be ignored in primary grade levels, we assume that the contextual learning brings in the authentic meaning making.

This is as assisted by the extrapolations in the booklet Scaffolding Language, Scaffolding Learning by Pauline Gibbons

1. The mainstream English classes consist of dedicated lessons **once a week in sentence composition method** as postulated by Donald Killgallon.

2. Mainstream core subjects have dedicated classes **once in two weeks explaining various command terms and responding to them**, based on dynamic task specific clarifications prepared by the subject teachers.

3. Students with specialized requirements are assisted with additional resources, one of which is encouragement to speak through **weekly in-class discussions on the topic being studied**. Once the child engages in external, social dialogue it leads to independent and confident inner speech.

4. Students are encouraged to practice spoken and written expression in the language lab, with initiating audio, visual and textual stimuli to aid learning.

#### **X. Library as language learning centre**

The library provides adequate resources and to actively participate in collaborative planning across school. They also run reading and writing circles and conduct various literary activities to enhance language learning and acquisition. The library enrolls the students for external benchmarking competitions such as IEO (International English Olympiad) and IDA (International Dimension in School).

The library offers sessions on information literacy, referencing and citation – MLA format (Modern Language Association) and research skills.

#### **XI. Expectation from parents**

- Provide a conducive environment which will ensure regular reading.
- Learners are to be motivated to participate external competitions for language development and literature
- Provide exposure to various genres of literature enrolling them into community libraries.
- Learners should be allowed to sit for writing / reading stories through publications
- Parents should monitor the language learning and seek school's intervention where required

#### **XII. Professional development of Staff**

Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. ("Section C: Curriculum"—standard C3, 7).

Teaching and learning demonstrates that all teachers are responsible for language development of students. ("Section C: Curriculum"—standard C3, 8)



Teachers undergo regular PD sessions to handle the varied language profiles of the students. The in-house professional development is a continuous process. However, the school registers the teachers for external professional training in batches. There are scheduled collaborative sessions for planning and reflection to initiate guided inquiry and to bring differentiation in language teaching and learning.

They will use consistent pedagogical methodologies and terminology which link to the IBO's ATL

### **XIII. Languages in IBCP**

Language A, English is essential to include the teaching and learning of Language continuously throughout the program. It is through language that crucial connections are made by students across the curriculum. At this level, the CP students study works in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The response to the study of text is through oral and written communication which enables students to develop and refine their command of the language (IBO 2011). Students are assessed according to IB Diploma Programme policies as described in the Language and Literature Subject Guide.

Is for a first language students

- studying in his/her most competent language
- normally this is the language of the environment to which the student has been exposed from an early age or for an extended period

All students take up Language A- English language and literature (HL/SL)

DP English language courses develop all four key language skills (reading, writing, speaking and listening) with comprehensive assessment. All courses have at least one grade that can be considered comparable to Common European Framework of reference for Languages (CEFR) B2, the level most commonly required by university admissions departments.

CEFR Level	English B		English A: Language and Literature		English A: Literature		English Literature and Performance
	SL	HL	SL	HL	SL	HL	SL
C2							
C1		7	7	7	7	7	
B2+	7	6	6	6	6	6	
B2	6	5	5	5	5	5	5
	5	4			4	4	
B1	4	3					
A2	3	2					
A1	2						

### Language B (Language development)

Students will not be offered the IBDP Language B option currently.

We recognize the importance of students becoming culturally and linguistically proficient. Reading, writing, listening and speaking are vital parts of language development and our students can choose to develop these skills in Hindi, Telugu, French and Spanish. They may opt for their mother language or heritage language which isn't their best language. We allow options where students have an opportunity to connect language development to their career-related studies. We may allow a self-study language if the student is interested to take up in connection to their CRS, and that's not offered at school. Students can enroll themselves on an online platform such as Duolingo. A mentor will be assigned to monitor students' progress. The student is expected to do 50 hours of language acquisition over two years and is to submit the portfolio.

Language development course is for a language learner who

- A beginner who has little or no experience of the language or has three or more years of experience in the language, not a best language
- Students will learn to communicate effectively in a number of situations, from everyday exchanges in different career related studies
- develop mastery of technical language
- create links between own language, culture and target languages

Students take up any of the above languages under core component Language development. Other modern languages will also be encouraged via duo lingo or any other accredited online learning platforms.

The initial self assessment-language and culture questionnaire will be administered to identify the phases of language acquisition as per the details provided in the IBCP Language development guide. Students will be put into phases as per the personal profiles and responses from the language and culture questionnaire. Preferably, phase 1 and Phase 2 students are considered for the respective language development enrolment. Students will work with an assigned/ approved mentor over the two years of the programme. Students will maintain a portfolio which includes the profile, experience and documentation. Students may document their learning in the form of podcasts, videos, journals, poems, letters or comic strips.

The assessment includes self-assessment, peer assessment as per the self/ drafted criterion with due consultation and approval by the supervisor. Supervisors may also set the expected learning outcomes to be met. Supervisors will also provide their regular feedback and observational reports on the language learning journey of the students.

### **Language development Teacher/ Supervisor responsibility**

- Language development teacher/supervisor develops their own course of study considering the principals of CP core Ethical education and academic honesty. The course must consider the four areas (Reading, Writing, Listening and Speaking) of language learning.
- Provide opportunities to link language learning with student's career – related studies
- Create challenging educational experience that have a clear purpose for the students. The experiences should be enjoyable at the same time. They should be relevant to student's needs and aspirations
- Teachers should be well versed with six phases of Language learning. Use the Language proficiency table to group the students.
- They should ensure that language portfolio incorporates a variety of reflections on the activities, tasks and assessments students have engaged in, their learning experiences, their understanding of other cultures and their future goals with their chosen language.
- Language teacher checks the Language portfolio and discuss the progress with the students.
- Guides the students with various forms of reflections.
- Teachers/supervisors must take note of the following stipulations while grouping the students
  - *Students with no prior knowledge of the language they wish to study should start in phase 1.*
  - *It is assumed that students exiting from phase 4 have had the equivalent of at least four years of learning the target language.*
  - *Phase 6 will not be the exit level for most students of language development*

#### **XIV. Communication of Language policy**

The language policy will/is introduced to the community during staff meetings, PTMs, Orientation Sessions with students, parents and new staff. The policy documents will also be posted on the website for easy access.

#### **XV. Implementation and review process**

The policy will be reviewed as part of the curriculum review cycle and as part of the whole school improvement plan. The Leadership team will review the implementation of the same in classrooms and the whole school on a regular basis as part of the appraisal process.

#### **XVI. Reference:**

[https://resources.ibo.org/data/g\\_0\\_learn\\_amo\\_1109\\_2\\_e.pdf](https://resources.ibo.org/data/g_0_learn_amo_1109_2_e.pdf)

<https://resources.finalsite.net/images/v1650552224/riss/baewuhy2sethmo72dks/RISSLanguagePolicy2022V3.pdf>

<https://www.ibo.org/programmes/diploma-programme/what-is-the-dp/learning-a-language/>

<https://www.ibo.org/contentassets/477a9bccb5794081a7bb8dd0ec5a4d17/carolinugai-dixonlanguagelearningibaemconference2011.pdf>

**XVII. Appendix:**

Sample Language Profile

Name of the Student:

Grade :

Mother Language:

Places I had stayed and languages spoken over there:

Languages that I picked up:

Places I may wish/head to in the future:

What languages are required to stay and interact people there:

	Language 1	Language 2	Language 3	Others			
I can recognise although not completely understand the meaning							Basic skills
I can talk, shop, greet and do simple activities							BICS
I can read newspaper, and understand TV news							BICS
I can read and write simple stories, poetry , newspaper articles							Threshold Literacy
I can read,write and study subjects like science, Geography and Mathematics							CALP
I can read and write about a range of literature in this language							Literary Analysis
I can critique diversity of texts in this language, identify bias and social location							Critical Literacy