



## DELHI PUBLIC SCHOOL, BANGALORE EAST- IBCP

### LANGUAGE POLICY

***“Language is the road map of a culture. It tells you where its people come from and where they are going.”***

***-Rita Mae Brown***

#### **A) 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.

#### **B) DPSBE – Vision Statement**

Delhi Public School Bangalore East is dedicated to providing a comprehensive education programme for its students emphasizing the developmental needs of the child as a whole.

#### **C) DPSBE – Philosophy of language teaching and learning**

Language is integral to exploring and sustaining personal development, cultural identity and intercultural understanding. As well as being the major medium of social communication, it is tightly linked to cognitive growth. Language is central to learning, as well as to literacy, and is thus closely related to success in school. (Learning in a language other than mother tongue in IB programmes)

At DPSBE, we believe that language is the backbone and integral part of education. It is the tool which is integral to character-building and man-making. Along with developing cognitive and psychomotor skills in students, it is also crucial for maintaining cultural identity and emotional stability.

Every student is an individual with a variety of experiences, skills and interests, which has to be considered in the teaching-learning process. In DPSE, we create a challenging and motivating multilingual environment fostering international-mindedness through the promotion of cultural identity, intercultural awareness and global citizenship.

*Ref: IB, Standard A, Practice 4*

In a constantly evolving world with converging cultures, we not only need good national citizens but excellent global citizens who, while being rooted in their own culture, appreciate and embrace world culture.

*Ref: IB Standard C3, Practice 7*

English is the language of instruction and is taught as the primary language in school. We try to provide a balanced language curriculum which includes; oral, visual and written language. Language is integrated into all areas of the curriculum. Every teacher within the school is considered a language teacher.

*Ref: IB Standard C3, Practice 8*

Through the IB language programmes, we aim to develop confident, curious, competent and passionate readers, writers, viewers, presenters, speakers and listeners. Language is always taught meaningfully and in context. This context is ever evolving but the basis of which is real-life scenarios, the local area, and an expansive variety of text types.

*Ref: IB Standard B2, Practice 11*

We encourage the learning of language through inquiry, allowing students to make connections with context, to explore and investigate. Assessment at the school aligns with the requirements of the programme(s).

*Ref: IB Standard C4, Practice 1*

#### **D) Language Profile of students at DPSBE**

The language of instruction at DPSBE is English. It is the major connecting element across the curriculum. The students inducted in the school come with a background of English language and have been learning this as their first language from foundation.

English is the stipulated language of communication for all purposes. It is a commonly accepted language in the host country and is the school's internal working language, in which most operational and developmental activities take place. It is also the language of its governance, management and academic committees.

From LKG, students learn and familiarize themselves with Hindi and Kannada and then study the language according to the ability and age level specifications. This is also mandatory as per the requirement of the state and national language policy. The cultural and linguistic background of the majority of the student population is similar, being residents of Bengaluru.

The school discerns that multilingualism will enrich the personal development of a child and enhance intercultural understanding and international mindedness.

The following points summarize the language profile of students currently studying at DPS BE:

1. Majority of the students have Kannada as their mother tongue/ native language.
2. A small percentage of students have other Indian languages as their mother tongue such as Hindi, Tamil, Bengali etc.
3. All students are first language learners of English.
4. English is the medium of instruction and is commonly acceptable to all.

### **E) Strategies towards effective implementation of the language policy**

With an aim to build fluency in their target language, we at DPSE deploy the right type of pedagogical approach. Interactive language teaching strategies are widely used to make classes increasingly focused on student participation and strongly oriented towards communication practice. The school uses a range of strategies and tools to assess

student learning. (Programme standards and practices C4:3) The objective here is to encourage students to repeatedly practice key skills (listening, speaking, reading, and writing) in their target language. The activities may include brainstorming or group sessions, pair and share activities, Q&A sessions, etc.

The students are required to maintain and complete a language portfolio to document their learning activities and provide evidence of language engagement and development. Learning an additional language involves linguistic, metalinguistic, sociolinguistic, pragmatic and intercultural skills and competencies. Therefore, language development will be linked with personal and professional skills that support consideration and reflection upon how these skills and competencies are acquired by the language learner and, equally, imparted by the teacher.

*Ref: Language development guide*

The following are a few strategies suggested to ensure that every student is provided with an opportunity to explore his/her maximum potential:

- Vocabulary Checks
- Eliciting
- Modelling of Target Language
- Think Aloud
- Modelling of Activities
- Student Thinking Time
- Re-casts
- Error Correction
- Incorporating Small Group and Pair Work in Lessons
- Elaborated Input

(Language Teaching Strategies and Techniques Used to Support Students Learning in a Language other than Their Mother Tongue, Natascha Thomson, Kongsberg International School)

Activities :

- Using visible thinking routines
- Extempore
- Debate
- Theatre
- Writing argumentative, persuasive articles/essays, imaginative stories etc
- Editing the school magazine
- Making movies on socially relevant issues
- Street Play
- Public Speaking
- Celebrating various occasions & festivals
- Role Play
- Participating in Intra - School and Inter - School debate, symposia, turn-coat competitions.

Oral, visual reading and written language are all present within planner activities.

*Ref: Language development guide: Language development objectives*

#### **F) Support for mother tongue**

Almost all education is language education - Postman (1996)

A child's first comprehension of the world around him starts with his mother tongue. Learning a mother tongue plays a very important role in a child's comprehensive development. It is crucial in learning concepts and skills, in framing a child's thought process and emotions. It connects him to his culture, ensures better cognitive and intellectual development, and aids in the learning of other languages.

In DPSBE, we recognize the massive role that language and mother tongue has in the development of personal, social and cultural identity. A strong foundation in mother tongue enables a deeper understanding of oneself, cultivates confidence and a sense of self-worth. Mother tongue benefits us from staying associated with our culture and our roots.

We believe in moulding global citizens who are rooted to culture. In accordance with the IB philosophy, the mother tongue plays a pivotal role in appreciating your roots and culture. Students are given a broader perspective on the international aspect by learning a target language and thereby appreciate the similarities and differences between their own cultures and those of the target language by reflecting on cultural values and behaviours. Therefore, strengthening aptitudes in students' mother tongue is necessary to help students appreciate their own culture as well as others'.

The school has students of over 8 different mother tongues studying in the school. Hindi and Kannada account for the mother tongue of the majority of our student population and the school teaches both these languages. Hindi, French and German are taught in all classes from LKG onwards. Kannada is taught compulsorily as either 1<sup>st</sup> or 2<sup>nd</sup> language as per government directives from grade 1.

The school recognizes that multilingualism is an essential aspect of the teaching-learning process. The mother tongue and national language is used extensively for

celebrations and festivals in our school. Teachers are encouraged to use this in the best way possible without undermining the importance of development of English. The mother tongue programme plays an important role in developing and affirming the student's personality and identity.

The library plays an integral role to support the mother tongue and has many resources and material available to students. Towards enforcing the importance of preserving regional culture and languages, the school shall organise various cultural trips for students and teachers. Exposure to regional and host country culture and language is also experienced during completion of the service learning element of the core when students directly interact with the local community.

### **G) Language development as an IBCP core**

Language Development celebrates the individual's unique lifelong relationship with language learning and intercultural understanding. It aims to provide students with the necessary skills and intercultural understanding to enable them to communicate in an environment where the language studied is spoken. This process encourages students to go beyond the confines of the classroom, expanding their awareness of the world fostering respect for cultural diversity. It is used to chart the progress in developing language skills and intercultural experiences while providing an opportunity for a student to develop reflective practice. It develops students' oral, visual and written linguistic and communicative abilities.

Here, students study the language that is best suited to their background and needs. Students may choose to study the language of their host country or language of another culture, with future aspirations in mind. They may choose a language that will be useful for a component of the CP core, such as an overseas trip for service learning, to develop PPS and to compliment CRS offered at school.

DPSBE is offering English language and French language to promote international mindedness and multilinguism. Students will devote a minimum of 50 hours towards language development through either/ all of the mediums including but not limited to oral communication, visual representation (such as movies, docuseries etc in English), reading comprehension and writing.

The library resources at the school are well equipped to assist students in their language development in addition to guided lessons in English/French by an external tutor / language provider available at specific times.

### **H) Assessment:**

The assessment for the language development is stipulated by the school and may include group assessments (including role play, dances, music, etc) or individual assessments (including written tests, essay writing, storytelling etc).

All IB Career-related Programme (CP) students are required to maintain and complete a language portfolio. A nominated language teacher will check students' language portfolio regularly and discuss progress with the student. The language

portfolio is not assessed by the IB but may be subject to sample review during CP evaluation.

DPSBE carries out an assessment to identify the language phase of an individual learner. The language portfolio demonstrates a student's ability, engagement and evidence of language development, a component of the CP core. It is used to chart his/her progress in developing language skills and intercultural experiences while providing an opportunity for them to develop reflective practice.

Language development runs concurrently with the other elements of the CP core.

### **I) Language in the Career-related studies**

The career-related study is designed to prepare students for higher education, an internship or apprenticeship, or a position in a designated field of interest.

It provides the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts. Students who complete the programme receive the International Baccalaureate Career-related Programme Certificate, the certification awarded by the career-related study provider and, if applicable, their secondary school high school diploma.

The career-related studies offered at DPSBE accept assignments and assessments in English.

### **J) Role of the library at DPSE**

The DPSBE school library serves as the storehouse of knowledge. It has a positive impact on the academic achievement of our students. It facilitates our teachers and ensures that each student has equitable access to resources. Our library is well-equipped with a wide range of curriculum resources which caters to different teaching and learning styles.

The school takes pride in its library as a valuable resource to promote the international mindedness aspect of the IB programme. It is seen as a place which strongly proclaims that all languages are celebrated and supported.

The library at DPSBE is well equipped with fiction, non-fiction, picture books, chapter books, board books, pop-up-books, big books, multicultural books, world classics, autobiographies, multilingual books, reference books, encyclopaedias and media that are accessible to all students and staff. The school continues to add to this collection.

The librarian incorporates multilingual books for the students; however most of the books are in English. In addition to our school library, the staff has access to guided reading collections for classroom instruction. A series of books are available to cater to their year level specifications to expand the depth and breadth of language. Teachers collaboratively make decisions on what resources to purchase every year and submit the list to the librarian.

In addition, we use a variety of online resources to support student learning and research. These resources include, but are not limited to, accessible apps like Duolingo and Mondly, e-books, YouTube and Netflix.

Apart from relevant curriculum information, teachers are provided with professional development materials; and opportunities to cooperatively plan, implement and evaluate learning programs.

The language development aspect of the core focuses on giving the student the basic knowledge of both the language in everyday use and the culture of the places where it is spoken. This ensures that students are one step closer to an international mind-set and learn to appreciate and embrace a culture apart from their own, by doing so, becoming global citizens.

### **K) Support for students**

DPSBE understands that students would be learning in a language other than their mother tongue and to that end is committed to address any challenges. We are committed to providing students with any resources required to provide an integrated, well-implemented English programme. DPSE endeavours to integrate students' cultural and linguistic heritage throughout the curriculum.

We use various methods such as consultations and review of previous grades to assess the language proficiency of the student at the time of admission. Where need be, the student is given full support from the school to ensure that the student is comfortable in the language of instruction (English).

### **L) Process of review of the whole school Language Policy**

Language policy is made taking into consideration the socio-cultural circumstances of the community. It is dynamic and flexible and will evolve with the changing needs of the school population. It is a by-product of deliberations, surveys, feedbacks, inputs and interactions with various stakeholders. A Language Steering Committee comprising teachers, librarians, administrators, IB programme coordinators, parents, students and other members of the school community is established for developing the Language Policy.

The following key steps have been undertaken in the development of this policy:

1. Brainstorming with the school community about their beliefs regarding language learning.
2. Study of literature related to language and language learning.
3. Construction of language profiles of the student community by collecting data from the parent community.
4. Preparation of the first draft of the policy.
5. Presentation of draft to the Pedagogical leadership team.
6. Incorporating changes and finalizing the Language Policy.
7. Publishing the language policy to all stakeholders.

The Language Steering Committee will review the policy annually, collaboratively involving the academic leadership team - the head of school, the IBCP coordinator,

language heads, teachers and the librarian. All teachers review the language scope and sequence to ensure that it is as relevant and comprehensive as possible. Teachers then plan collaboratively to ensure an effective implementation of the language policy.

All teachers are language teachers who contribute to the language development of students. They provide invaluable feedback and modifications (if required) towards the school's language policy.

The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO, the school's philosophy towards language and language teaching, changes in student and community demographics or other circumstances which justify the need for revision.

This document is a work in progress.

### **Bibliography**

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- Language Development Guide
- IB Website
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