DELHI PUBLIC SCHOOL, BANGALORE SOUTH

LANGUAGE POLICY

PHILOSOPHY OF LANGUAGE TEACHING AND LEARNING AT DPS BANGALORE SOUTH

International mindedness is what we promote at DPSBS. We strongly believe in inculcating Indian values with global vision to our learners.
At DPSBS, we create a challenging and motivating multilingual environment where the language of instruction is English.

Languages are our windows to the world. Languages are one of the first introductions to different cultures. Children need to understand that diversity is something to be embraced, that we can all learn from each other. Also being attached to our local culture is vital and should be indoctrinated via promoting the mother tongue, regional language and engaging with the local community. Students need to be up to date with what is happening around the world.

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. (IB Standard C3, Practice 7).

DPSBS aims to nurture an appreciation of the richness and diversity of language. Language does much more than promote only cognitive growth; it is crucial for maintaining cultural identity and emotional stability. The knowledge of more than one language enriches the students and gives them personal growth and helps facilitate international understanding. (IB Standard A, Practice 7).

English is the medium of instruction at DPS Bangalore South and is taught as the primary language for both instruction and communication.

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 inter-cultural understanding and respect.
To this end the organisation works with schools, governments and international
organisations 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."
At DPSBS, language is integrated into all areas of the curriculum. Every faculty handling the IB curriculum is considered a language teacher. (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 orators and leaders.

Language teaching in the classroom is dealt with meaningfully and in context. This context is ever evolving but the foundation of which is real-life scenarios, the local area, and an expansive variety of text types. (IB Standard B2, Practice 11).

We encourage the learning of language through inquiry and analysis, allowing students to make connections with language context, structure and to explore and investigate. Assessments held at school aligns with the requirements of the IB programme. (IB Standard C4, Practice 1).

OBJECTIVE OF THE LANGUAGE POLICY DOCUMENT

The language policy document endeavours to consolidate philosophy and principles at DPSBS regarding language and its implementation in teaching. It also aims to outline the structures and strategies that support the development of the English language. It also presents the role of the regional languages at school and how they are nurtured along with English. The main objectives are to prepare our learners for the challenges and opportunities that the future has in hold for them. We also aim to celebrate the achievements of our students and the school and communicate it with the parents and the greater community in the best possible manner.

As an authorized IB School, this document seeks to ensure that IBO philosophy, standards and practices align with those of the schools.

This document will support any planning and implementation of language teaching, curriculum planning and professional development.

LANGUAGE PROFILE OF STUDENTS AT DPS BANGALORE SOUTH

At DPSBS the medium of instruction and communication is English. Our students have been learning English as their first language from the foundation years.

English is the language of communication both written and spoken. English is the official language and students are trained from the formative years.

English is the school's official working language, and all communications whether operational, and developmental takes place in English. It is also the language used by the administrative, management and academic committees.

The cultural and linguistic background of majority of our learners is similar. The school believes that multilingualism will enrich the personality of a child and enhance intercultural understanding and international mindedness.

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

1. Most of the students have an Indian regional language as their mother tongue/ native language.
2. Most students are first language learners of English.
3. English is the medium of instruction and communication within the school premises, and is commonly acceptable to all.

STRATEGIES TOWARDS EFFECTIVE IMPLEMENTATION OF THE LANGUAGE POLICY

The school promotes a plethora of activities which are woven into the curriculum and syllabus of the language course.
Language scope and sequence is formed under the following areas:

- Oral - Listening and Speaking.
- Visual - Viewing and Presenting.
- Written - Reading and Writing.

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

- Using visible thinking routines
- Extempore
- Debate
- Theatre
- Writing argumentative, persuasive articles/essays, imaginative stories etc.
- Editing the school magazine.
- Encouraging students to contribute for various newspapers and magazines.
- Student's editorial board for publishing the monthly school newsletter.
- Exploring various genres of writing
- Making movies on socially relevant issues
- Street Play
- Public Speaking
- Celebrating various occasions and festivals
- Role Play
- Participating in Intra- School and Inter-School debates, symposia, seminars, turn-coat events, writing competitions etc.

Oral, visual and written language activities are well mentioned in the school planner.

SUPPORT FOR MOTHER TONGUE

In DPSBS, we recognize the massive role that language and mother tongue has in the development of personal, social and cultural identity. 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.
The school has students of 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 1st or 2nd language as per government directives from LKG.
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

PROVISION FOR OTHER LANGUAGE OPTIONS

The flexible element of the CP core includes a school-monitored self-directed language study. If a child wishes to opt for any other target language other than French, the school will permit the students to use an external source to study the chosen target language (through an online language portal such as duo lingo or from an external language school such as Goethe Institute, for e.g.). However, the student should submit the proof of language development on a regular basis (assessments, tasks, activities, etc). At the end of the course the student must submit the certificate of completion of the course, along with the evidences to the school without which the IBCP course will not be considered complete.

STUDENT PROFILE

Students' language proficiency will be assessed in their target language using a **language proficiency table** (*(Annexure 1: Language proficiency table)* which is a reference tool where the phases represent the student's level of proficiency in the target language. The table provides teachers and students with statements indicating what a student should be able to do by the end of a language phase. The purpose of this is to assist students to establish their starting point on their framework and a target for where he or she hopes to be at the end.

EVALUATION OF LANGUAGE DEVELOPMENT

LANGUAGE PORTFOLIO

There is no formal examination for language development, rather it is **assessed continuously** during the two-year programme. All IB related career programme students are required to complete and maintain a Language Portfolio to demonstrate their engagement, evidence and ability in language development**,** a component of the CP core. It is used to chart students'

progress in developing language skills and intercultural experiences while providing an opportunity for students to develop reflective practice. The language portfolio is used to:

a.   document student's learning activities
b.   provide evidence of their language engagement
c.   show their level of engagement
d.   reflect on their learning

The IBCP Language Coordinator will evaluate the Language Portfolio and provide the students with a final due date for submission. It must be relevant, reflective and comprehensive.

A student's Language Portfolio may contain (but not limited to):
a.   a record of activities or assessments or tasks
b.   reflections on their learning experiences of the culture of target language
c.   certificates (internal or external competitions)
d.   examples of work
e.   proof of projects
f.   self-assessment forms

REPORTING LANGUAGE DEVELOPMENT

Reporting of language development will occur as follows:
- Through parent teacher meetings which will be held twice a year in October and in January
- Through rubrics created for activities
- Through portfolios to show the students examples of work
- Through students' self-assessment forms

Language development teachers or supervisors will meet with each student to discuss their language development progress and provide encouragement, support and advice as needed. These meetings will be briefly documented by the teacher on a simple progress form and placed in the student's language portfolio. *(Annexure 3: Language development progress form)*

LANGUAGE DEVELOPMENT AS AN IBCP CORE

Languages open doors to different countries, cultures and traditions. In essence, language is a powerful tool as it allows one to fully experience the outlook of a country, as well as the way of thinking and articulating how they perceive the world.

Language development as a core is essential to fostering respect for cultural diversity and expanding students' awareness of the world thereby blending them into global citizens.

DPSBS is offering French language to promote international mindedness. Students will devote a minimum of 50 hours towards language development through all the mediums including oral communication, visual representation, 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 by a language provider.

Teachers as well as students should adhere to all aspects of IB towards giving and receiving an ethical education and follow academic honesty.

LANGUAGE IN THE CAREER-RELATED STUDIES

Language development 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 and fostering respect for cultural diversity.
The career-related studies offered at DPSBS accept assignments and assessments in English.

COMPLETION OF LANGUAGE DEVELOPMENT COURSE

A student's language development course will be complete when students have developed their language ability when mapped against the language phases during their 50 hours of study. Language Development Portfolio to be presented to the CP Coordinator on or before the specified submission time of the senior year. The language development portfolio with the evidences and reflections will form the basis of the review of the language development which will be assessed by the CP language teacher. The school will report to the IB whether the language development course requirements have been satisfactorily completed.

ROLE OF THE LIBRARY AT SCHOOL

The library is fundamental to the language programme at DPSBS. Libraries provide students a holistic environment for learning as well as making notes or completing an assignment. The library provides a learning space and an environment to promote love for reading books as well as a place for research.

The library at DPSBS is well equipped with fiction, non-fiction, reference books, multicultural books, world classics, autobiographies, multilingual books, regional language books, encyclopaedias magazines and media that are accessible to all students and staff.

The school takes pride in its library as a valuable resource to promote the international mindedness aspect of the IB programme. The library has a collection of multi-lingual books, books in regional languages of India and the school continues to add to this collection.

The library also provides resources for collaborative planning, researching and teachers' professional development. 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 and YouTube.

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 mindset and learn to appreciate and embrace a culture apart from their own thereby becoming global citizens.

SUPPORT FOR STUDENTS

DPSBS is committed to address any challenges that students might face during their course of language learning. We are committed to providing students with resources required to provide an integrated, well-implemented programme. The School endeavours to integrate students' cultural and linguistic heritage throughout the curriculum.

The School uses various methods to enhance the language proficiency of the students. If the need arises, the student is given full support from the school to ensure that the student is comfortable in the language of instruction (English).

PROCESS OF REVIEW OF THE WHOLE SCHOOL LANGUAGE POLICY

A Language Steering Committee comprising the academic leadership team including the Head of School, the IBCP Coordinator, Language Heads, Teachers and the Librarian is formed. The Committee is vested with various duties pertaining to the implementation of the language policy. The language policy is reviewed annually by the Committee

All the 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 the teachers contribute to the language development of students and as such provide valuable feedback and modifications (if required) towards the school's 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 profile of student community by collecting data from parent community.
4. Preparation of 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 its stakeholders.

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

BIBLIOGRAPHY
- Guidelines for developing a school language policy, Language and learning in IB programmes, 2011, ©International Baccalaureate Organization.
- Language Scope and sequence, International Baccalaureate Organization 2003
- https://www.thinkib.net/ibcp/page/40309/language-development
- Language Development guide (For use from August 2016)
- Academic honesty in the IB educational context (August 2014, updated November 2016)

Annexure 1: Language proficiency table

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language.	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language, in social and academic contexts.
They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases.	They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form.	They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms.	They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed.	They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts.	They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts.	They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts.	They engage in conversation and write structured text to express their ideas, opinions and experiences on a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts.	They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts.	They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations.	They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation.
They begin to be aware that language use is connected to a purpose and an audience.	They are aware that language varies according to purpose and audience.	They understand that they can speak and write in different ways for different purposes and audiences.	They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret aspects of format and style, and are able to adapt register and style of language to suit the context.	They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

Annexure 3 (for the teacher)

Language development progress form

Date	Summary of discussion	General comments	Actions to be taken	Signature

ANNEXURE 4: IBCP LANGUAGE DEVELOPMENT

LANGUAGE AND CULTURE QUESTIONNAIRE

SELF ASSESSMENT

• What is your mother tongue?

_____

• What other languages do you write and speak?

_____

• What language(s) other than your own have you previously studied?

_____

• What is your language phase for each language you communicate in?

_____

• What is your cultural background?

_____

• Do you have friends from a different cultural background?

_____

• How do you feel when you encounter different cultural experiences?

_____

• Is there a relationship between language and culture? Explain.

_____

• Why is learning another language be important to you?

_____

_____

• How do you think you could use your target language in the future?

_____

• What challenges do you feel you may encounter in your language studies?

_____

• How will you meet these challenges?

_____