



## **DPSI LANGUAGE POLICY**

### **School vision**

To offer an exceptional educational environment that develops compassionate, ethical and global citizens who are equipped to achieve their potential in education, work and life.

### **Philosophy**

DPSI's vision statement is the foundation for our language policy. As language forms the basis for all learning, this policy is critical for helping the school to achieve its vision.

Language is the primary means of communication and is fundamental to lifelong learning. Language enables students to become inquirers as well as develop critical thinking and social skills. Language acquisition is a life-long process; therefore, all teachers are considered language teachers adapting materials and teaching styles taking into account the needs of all students. Language learning involves learning language, learning through language and learning about language. All communication with is in English as it is the language of instruction at DPSI. The school offers admission to children from a wide range of linguistic backgrounds; hence students who are not proficient in English are provided English Support when needed. The school's philosophy aims at understanding and respecting the languages and cultures of other communities and offering students the study of a range of foreign languages in the curriculum.

The school also recognises the importance of the national language of the host culture and promotes the acquisition of Hindi, compulsorily in Primary and optionally in Middle and Senior School.

### **Purpose of the Language Policy document**

We believe that language is a gateway to understanding cultures; hence students must appreciate the integrity and power of languages in preparing them to be lifelong learners. This language policy is a working document developed by staff and administration. The policy is consistent with the stipulated principles and practices of the IB. It outlines our school's linguistic and academic goals and defines the programme designed to help our students attain these goals. Through this document DPSI strives to make each learner adept in at least two languages. Since the students' abilities vary, some will have functional proficiency in a target language while others will be bilingual with high proficiency and knowledge of two or more languages.

### **Mother Tongue**

Mother tongue is a child's first or native language. The school fully understands the need to support the development of each student's mother tongue. This is important for at least two reasons:

- firstly, to help each student establish securely his or her identity within a cultural context partly or largely defined by the mother tongue as a basic human right;
- secondly, to allow cognitive and linguistic development to occur in the mother tongue.

Therefore, DPSI aims to support parents in the maintenance and development of both mother tongue and literacy skills. The school actively supports mother tongue development through:

- Informing and educating parents about the necessity of mother tongue development and considering strategies as parent-workshops during the course of the school year to provide further advice and to introduce them to some models of support;
- Providing students the opportunity of writing terms, definitions and notes in their own mother language in various subjects;
- Recognizing and celebrating the language diversity within the school;
- Extending mother tongue resources in the library;
- Celebrating International Mother Language Day;
- Using members of the local community as support for language development. Students get the opportunity of learning their mother tongue in Language Acquisition classes. (English/French/Spanish/ Hindi);
- Offering Hindi A Language and Literature to students of Indian origin and Self-taught SL to those of other nationalities;
- Encouraging teachers to advise their learners to take up the Extended Essay in their mother tongue.

### **Parental Involvement**

Parents are an integral part of our community of learners and provide tremendous support for language learning at DPSI. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. Parents will be involved as mother tongue teachers and providing resources for the mother tongue development.

For the Self-taught SL Language A in the Diploma Programme, parents will also work in cooperation with the school to find a mother tongue teacher. Students will have a designated time slot during the school day to work on projects and/or receive instructions in their mother tongue from their respective language teachers.

### **Professional Development**

The main responsibility for the professional language development of staff members lies with each individual. In line with the school's commitment to professional development there are on-going opportunities for teachers to attend both IB and other workshops related to language development. Alongside this, in-house workshops are held as well as assigned reading to facilitate professional development is encouraged where relevant. A variety of resources are provided for staff in the school library. In keeping with the view that 'all teachers are language teachers' we encourage our faculty to invite visiting lecturers for workshops and interaction with all the staff members.

### **Resources**

The Language committee keeps up to date with available resources for language instruction and puts in their requirements for the next academic year one term in advance. A budget amount is allocated for language resources on an ongoing basis. It is ensured that for all IB Programmes a good control over the languages is maintained through a well thought-out repertoire of literary and electronic resources. A large stock of subject specific resources and books of different genres is made available to students as well as teachers.

## **Admissions**

English language proficiency is not a requirement for entry to the school in Nursery to Grade 5. Nevertheless, the older a student is at the time of admission, the more attention will be given to their ability to access the curriculum (with the exception of candidates applying for MYP 4, MYP 5, DP I & DP 2) in which cases at least an elementary working proficiency of English is required). At the time of admission students are required to appear for a placement test to gauge their proficiency in the English language. Since the medium of instruction at DPSI is English it is considered imperative to ensure that all prospective students are comfortable with the working language.

### **Language permeates the whole curriculum:**

There is an expectation for all staff and members of the community to support and value the place of languages at DPSI and language learning in general. Language learning is seen as fundamental to all teaching and learning situations. Respect for the languages of all ancillary and support staff is expected of all members of the school. The school makes every effort to ensure that within the confines of mutually understood languages, good and supportive relationships are established between all colleagues, maintaining the principles of sensitivity and inclusivity in the use of language.

At DPSI we believe all teachers are language teachers. Teachers of Language and Literature and Language Acquisition have specialist roles in the language development of students, however this does not diminish the importance of subject specific language development in other learning areas. All teachers share a responsibility to know and understand the language demands of their subject and ensure that this is embedded in their teaching and learning practices.

### **Role of Library:**

- The library provides students and staff with access to a variety of reading materials in multiple formats that reflect academic needs and personal interests.
- The school has a well-stocked Library with books and other web-linked and technological resources that help promote language learning and also has online translation tools placed at work stations for easy and quick access.
- All students and teachers contribute books in their own languages to the school library on special occasions.
- Teachers reserve the library for their classes to access resources for class projects.
- Students are allowed to use our library to search for resources for class projects or to find a book of their interest to read for pleasure in the morning before school and during lunch.
- Authors and other guest speakers from the community are invited to share their experiences with students across the curriculum to support learning and bring in a real world perspective.
- The school continuously seeks to add a well-rounded collection of books to our existing library that reflect the curriculum and the diverse needs of the school community.
- The librarian and language teachers help to organize and promote literacy projects occurring in the classroom and events that engage learners and motivate them to become lifelong readers.
- The school uses a variety of ways to promote reading and has an enriching reading programme for the students. The avid readers are awarded for meeting reading targets.

- The school is a member of the British Council and the students have access to the online resource centre too which encourages the exploration of perspectives of other cultures.

### **Responsibilities of Stakeholders**

Effective implementation of the Language Policy requires the cooperation of all stakeholders of the school community.

### **Role of the School Administration**

- Use English as the primary language of communication;
- Ensure that policies and procedures regarding the language acquisition are developed, implemented and regularly reviewed;
- Employ only qualified and experienced teachers who are comfortable with the language of instruction;
- Ensure that there is funding available for resources and educational initiatives that will support the implementation of the language policy.

### **Role of Pedagogical Leadership Team**

- Use English as the primary language of communication;
- Provide academic leadership of the school;
- Share the responsibility for implementation and regular review of the Language Policy and curriculum;
- Support teachers in their delivery and instruction;
- Provide a range of professional development opportunities;
- Promote co-curricular activities to encourage the use and development of languages;
- Provide regular communication with parents concerning students' language development;
- Observe teachers and provide constructive feedback, resources, staff development opportunities and mentoring.

### **Support Services**

#### **a) English Support**

The main aim of English Support is to facilitate complete integration of students on social and academic levels. English Support will be offered on a case-by-case basis to students who are not proficient in English. English Support is offered for various levels and purposes. Initially, class teachers identify students' needs for additional language support. This results in an individual diagnostic assessment, the outcome of which is an Individualized Educational Plan to support that student's language development. Teachers can support this in class by being aware of a particular student's language needs and planning accordingly. Where a student's language needs pose a greater obstacle to learning, individualised support is arranged in order to enable more time to be devoted to language acquisition. Where possible, this addresses the same learning outcomes as the mainstream curriculum and may be delivered within the mainstream classroom or outside it. In the PYP, Math and Unit of Inquiry 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.

In MYP the purpose of the ES class is to support and accelerate English language acquisition. Classes are taught in English by a trained ES teacher, and the curriculum is designed specifically

for English development. Students are moved out of English Support into Language B (Language Acquisition) or the mainstream English classroom, once they have shown a sufficient level of proficiency. English support can be extended if the students continue to need scaffolding to achieve learning targets.

For the DP, a certain level of competency in English is required and school will not be able to admit students who can't access the curriculum in English.

### **Entry into English support**

- Nursery to MYP 3 - Parents of students who are Non-native speakers request support in English at the time of admission. The period of support varies from 3 months to 1 year;
- Nursery to Grade 5 - If it is observed that the student is unable to participate in class/cannot comprehend instructions/is unable to attempt differentiated and simplified writing tasks, the Form tutor draws the Principal's attention to the case. The Form tutors fill in the referral form and the English Support Teacher observes the child and fills an observation record along with conducting a few diagnostic tests to determine the need and extent of support. This report is submitted to the Principal and the parents are called in for a meeting with the Principal and upon obtaining their consent, an IEP is drafted.
- In case a language-related learning disability is detected (e.g. dyslexia, speech disorders, social communication disorders), the student is referred to the SEN department.
- MYP 1 to MYP 3 - If a student repeatedly exhibits below par performance in the use of the English Language, both receptive and expressive, in formative and summative assessments, the case is reported to the Principal. Both parents and the child are called for a counselling session in which they are apprised of the inadequate performance and are advised support. Parents take the decision and if they want in-school support, they convey their affirmation. English support is usually for 3 months to begin with. An Individualized Educational Plan is then drafted and the goals reviewed as and when necessary. Parents are sent fortnightly observation reports and the decision to continue support beyond the earlier specified time frame (based on the feedback received from the English support teacher) is conveyed to the parents.

### **Exit from English support**

- At the end of the recommended period of support the Form tutor, English support teacher and Principal discuss the student's performance in class and if it is felt that the student has achieved language proficiency sufficient to access the curriculum and handle written and oral tasks independently, a gradual release of support is planned out.
- If it is felt that the student can benefit from extending the period of support, it is extended by 3-6 months and reviewed after the support period ends.

### **b) Learning Support /Special Educational Needs (SEN)**

Children with suspected learning Support need/ SEN will be observed by the Learning Support /SEN educator and they will then develop a course of action in collaboration with the class teacher and parents. The teacher uses strategies that promote essential language skills in an effort to maximize the potential of each student. Mother Tongue scaffolding is done to enhance the learning and understanding of different concepts. The special education teacher works with students using both “push in” and “pull out” models, as appropriate, and works with the classroom teachers to support the activities in the homeroom.

### c) **Gifted and Talented and Intervention**

Teachers use strategies that further encourage vocabulary development, reading and writing across the curriculum, and the exposure to various forms of literature and informational texts.

### **Languages offered at Primary School at DPSI**

- English is the language of Instruction right across the school
- All students from Nursery to Grade 5 study Hindi as the additional language.
- Students from Grade 3 to 5 also study Spanish or French

### **Language practices in Primary**

In the inquiry based PYP classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. Learning language extends beyond the classroom walls, and has close connections to the school library and to other classrooms. The teacher plans in collaboration with other classroom teachers and single-subject teachers. Additional-language teachers play an important role in reinforcing, supporting and extending the classroom work. The programme of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language is taught through the relevant, authentic context of the units of inquiry. Teachers refer to the language strands, conceptual understandings and learning outcomes from DPSI Language Scope and Sequence in the PYP to plan, teach and assess for authentic and transdisciplinary teaching and learning within and outside the units of inquiry. The teacher provides language learning opportunities that support learners' inquiries and the sharing of their learning. The starting point is the learners' prior experience and current understanding.

### **Languages offered at Middle School at DPSI**

#### **Language of Instruction**

English is the Language of instruction at DPSI. It is the common language in which all communication and access to the curriculum occurs.

#### **Language and Literature**

English and Hindi (The decision to offer Hindi as Language and Literature course rests with school. School may wish to offer Hindi as Language and Literature course if there are takers for it.

#### **Language Acquisition**

DPSI offers English / Hindi / Spanish / French as Language Acquisition course. Additionally, English is also offered for students with emerging proficiency in English and are unable to do English as Language and Literature Course. Participation of such students in e Assessment will be at the discretion of the Head of School. Such students are offered Hindi A Language and Literature and English as Language Acquisition.

MYP Students who are less experienced in the English language are placed in English Language Acquisition classes. These classes follow the MYP Language Acquisition guide and students' progress through the phases of language learning as described in the Language Acquisition Guide. When students reach Phase 5 according to the Language Acquisition Guide, they join the English Language and Literature classes.

The students exit English as Language Acquisition when:

- Achievement level of the students will be 7/8 consistently in Phase 5 in accordance with the achievement level mentioned in the Language Acquisition guide.
- The student then successfully produces grade level appropriate written work and the work is reviewed by Language and Literature teacher.
- Regular monitoring for about 8 weeks after the exit is done and the student may be re-admitted to Language Acquisition programme if faces challenges.

## **Choosing a Language**

### **New inductions to school**

**English:** At DPSI, students from various curricula seek admission. In order to assess their level, students attempt placement papers in English. Based on the levels achieved, a student is recommended Language and Literature (English) or Language Acquisition (English). Additionally, students who have difficulties in English being the Language of instruction will be given additional support in English.

**Spanish, French and Hindi:** At the time of admission, students will be able to opt for Spanish, French or Hindi as Language Acquisition. The Middle School usually begins with Phase I in these languages in MYP I. Once the student has selected the language of his / her choice under language acquisition there will be an interview and written (benchmarking) assessment by the language teacher at the time of admission/within a few days to assess the phase.

### **Existing students**

The existing students will be assessed at various intervals and recommendations of phases will be done by the specific teachers.

### **Process of Language change in Middle School:**

**New students:** For a period of one fortnight, there will be an option for getting the experience of a language based on which a student can make a final choice.

**Existing students:** If the student or teacher feels the need for the change of Language Acquisition in the middle of the academic journey in Middle School, the following process should be followed:

**Step 1:** A formal request will have to be made by the parent to the Form Tutor and Language Acquisition Teacher. In case the recommendation is made by the concerned Language Acquisition teacher, a mail will be sent to the parents and Form tutor after discussion with MYP Coordinator and Secondary School Principal.

**Step 2:** There will be a discussion between Language Acquisition teachers and the MYP Coordinator.

**Step 3:** If the reason is genuine, the student will be administered a placement test in the desired language. After clearing this, approval will be sought from the Secondary School Principal.

**Step 4:** The student will be transferred to the preferred Language Acquisition class and all

concerned parties will be informed.

## **Languages in the Diploma Programme at DPSI:**

### **Group 1- Studies in Language and Literature:**

Learners are offered English A Language and Literature HL / SL to enable them to engage in independent commentary on both seen / unseen texts and also to support them in structuring ideas and arguments in a persuasive manner.

Self-taught SL option is given to the students who wish to return to their home country where the University teaches in the native language. In such a case the learners are awarded Bilingual Diploma and they may not opt for another language from Group 2 as they already have two languages from Group 1. Students are expected to be more or less fluent and literate in order to enrol for a self-taught language.

Hindi A: Language and Literature HL / SL is offered to those who wish to take up either English B or any other foreign language from Group 2. This strengthens our endeavour to promote the language of the host country.

### **Group 2 – Language Acquisition:**

English B is offered to those students who belong to communities and cultures not using English as their mother tongue/ primary language.

Hindi HL / SL, French HL / SL / Ab Initio SL and Spanish HL / SL / Ab Initio SL are also offered as Group B language. Higher Level (HL) or Standard Level (SL) is offered to those students who have been studying the language since early years. Ab Initio SL is offered to students with prior exposure to the language (up to phase 2) and those having little to no experience.

At DPSI the level of the chosen language will depend on:

- English A and Hindi A (Language and Literature) Higher Level / Standard Level students are expected to have a high proficiency level as they have been exposed to the chosen language since early years and will be competent enough to analyse literary texts in both spoken and written forms.
- Students whose mother tongue is neither English nor Hindi and who opt for Language A Self Taught Literature Standard Level are expected to be fluent in the language and demonstrate analytical skills in the study of literary texts.
- Under Group 2 Language Acquisition, Higher Level or Standard Level is offered to those who have at least three to four years of experience in the chosen language resulting in comfortable communication and mastery of language skills.
- Ab Initio SL is offered to those who have little or no experience in the language selected and the proficiency level is much below the expected level.

### **Communication to Stakeholders:**

DPSI Language Policy is shared with staff at Induction and with parents through Student Handbooks and parent orientations. If requested, it will be made available in hard copy to any stakeholder.

**Language Policy Review:**

First Draft - May 2014

Updated Oct -2015 & December 2016

Last reviewed: August 2017

**Language Committee Members:**

Head of School, Secondary School Principal, Primary School Principal, PYP Coordinator, MYP Coordinator, DP Coordinator, English Teacher, French Teacher, Spanish Teacher, Hindi Coordinator, Head of Admissions, School Counsellor and EAL Teacher.

**Bibliography:**

IB publications:

*Guidelines for developing a school language policy (April 2008)*

*Language and Learning in the IB programmes (September 2011)*

*Learning in a language other than mother tongue in IB programmes (April 2008)*

*MYP: From Principles into Practice (August 2008)*

*DP: From Principles into Practice (January 2014)*

*Second Language Acquisition and Mother-tongue Development (January 2004)*

*Towards a continuum of international education (September 2008)*