



SEEDLING
INTERNATIONAL ACADEMY
ACROSS EDUCATIONAL HORIZONS

LANGUAGE POLICY

Revised

November 2018



"The limits of my language are the limits of my world."

- Ludiveg Wittgenstein

At Seedling Schools, Language development forms the basis of all learning and is the responsibility of all stakeholders. Language, after all, is the most important tool for making meaning in the world. Language learning begins at home with the family and continues in school. The medium of instruction at Seedling International Academy is English.

English is not the mother tongue for a majority of the students (the mother tongue is mostly Hindi, Marwari or some other regional language). Hindi is the national language spoken and understood by all. However, English is making its place as a language of communication in many families and hence the parents prefer English speaking in school too. English is the official language, and all operational and development activities take place in this language only. The medium of all official communications is English. The Governing Body also communicates in this language.

The school's Language Policy has kept in mind the student cohort and the teaching and learning of language in the school for the IBDP. The Seedling Language Policy is framed with the purpose of ensuring IB's values and aims in relation to access and multilingualism. In keeping with the IB philosophy of being global and internationally minded citizens, the Language Policy shall ensure that the students get an opportunity to explore other cultures and languages of the world. The school has a Language Policy Committee that works collaboratively. Facilitators of all subjects along with the Principal, Vice Principal and the Coordinator form the committee. The committee shall be responsible for reviewing and updating the policy based on feedback and experience. Amendments will be made keeping the same in mind, subject to the approval of the Board of Management.

LANGUAGE PHILOSOPHY AT THE SCHOOL

The Seedling language philosophy grooms the students for an intercultural world and prepares them to adapt to the varied cultural environments of the world. It includes the linguistic interests of the entire community and takes into account the needs of the students. The philosophy highlights are:

- * Language forms the basis of all information and learning.
- * Language learning is a lifelong process and plays an integral role in intellectual development.
- * Skills acquired in one language can be transferred to other languages.

- * Proficiency in the language helps the students to acquire competence in other academic areas.
- * Language is a part of the student's identity and expresses one's traditions, culture and values.
- * Linguistic skills foster international mindedness by viewing things from a multicultural perspective.
- * All teachers are language teachers as language transcends curriculum areas. Every teacher is responsible for the language development of students.
- * Learning of language should be inquiry-based, leading students to make connections with context, to explore and investigate.

AIMS AT SEEDLING TO ENHANCE LANGUAGE PROFICIENCY

1. Enable students to learn and use language effectively, appropriately, accurately and confidently:

To fulfill the above aim, the school uses different language teaching techniques including interaction, conversation, Role Play, Dramatization, Group Discussions, Elocution, Recitation, Debates, Speeches, Just a Minute, etc. as a part of the regular teaching and learning process right from the pre-primary level. These enable the student to communicate efficiently, increase their vocabulary and gain confidence while speaking the language.

The use of the dictionary is encouraged at all levels and activities like Spell Bee, Word Puzzles and Word Games are used to strengthen the vocabulary of students.

Students are encouraged to speak in English and positive motivation in the form of words of praise and commendations are used to remove inhibitions and increase the students' confidence. Teachers model appropriate behavior by using English as a mode of communication, in and out of the classes. The idea is to encourage fluency, while at the same time maintaining respect for all other languages. In order to facilitate understanding, a teacher may take recourse to another language for ensuring quick grasp of concepts.

2. Develop students' power of oral & written communication:

Language learning at the very early stages uses Phonetics to lay a sound foundation. The activities mentioned above help to improve oral communication. Written communication starts from the learning of the alphabet at the pre-primary level and continues with the introduction of Picture Descriptions, Paragraph Writing and Dialogue Completion in smaller

classes to Article Writing, Essay Writing, Letters, Dialogues, E-mails, Blogs, etc. in higher classes. Students become adept at expressing themselves accurately and confidently. Children who are new to English language are prioritized. The writing process of drafting, revising and finalizing is modeled and explored in all languages. Students are encouraged to develop their knowledge of grammatical and spelling conventions by self correcting.

Students are also motivated to read for pleasure and develop their own individual writing style. Newspaper reading and reading of a variety of magazines available in the school library make students aware of current issues nationally and internationally while enhancing their personality. Novels are included at all levels to enhance an appreciation of different languages.

3. Develop testing skills in students:

Most students not only speak and write correctly and accurately but are constantly enhancing their communication skills. Students are encouraged to evaluate their progress through regular assessments, assignments, tests and examinations. Participation in group learning activities is encouraged where students simultaneously assess their learning and at the same time improve their skills. The school also records audio pieces of students that they may hear again and then work upon their pronunciation and grammar. Assessment of speaking and listening skills forms a core component of Seedling's language policy and passive students are given additional attention and counseled to 'open up'. IBDP classes have regular interactions, deliberations, open ended discussions on varied topics that enable students to articulate their opinion vociferously. Using a range of tools and strategies, formative and summative assignments are designed to gather evidence about student learning. Self assessment and peer assessment are always encouraged. Parents are kept well informed about student progress through open forums and report cards. IB defined criteria always direct assessment by the teacher.

4. Enabling the development and utilization of language in different contexts and purposes:

The school provides students with numerous platforms to develop and use their language skills including School Assemblies, Functions, Sport Meets, Inter school events, etc. Welcoming guests, thanking them, expressing their views at school council meetings are all opportunities that come to students during their school life. At Seedling, inter-school and state-level, regional-level competitions are given priority to expose students to the world of 'language' as used and articulated by others.

Exposure to foreign exchange programmes provides students with opportunities to discuss world issues and understand other cultures.

5. Promote the appreciation, understanding and analysis of Literature:

From kindergarten itself, story-telling, story reading, reading of texts for pleasure form an essential part of the curriculum. Children are motivated to read for the joy that it brings and understand and analyze the writing and make connections with the contexts in which the writing has been done. In addition, students also read Indian classics including Mahabharat, Ramayana, etc. as a part of their course work. The library is equipped with a range of quality texts of different genres as well as varied journals and magazines that they can subscribe to in different languages to enable them to foster an interest in reading and to develop confidence, comprehension, critical thinking and fluency. The use of ICT is an integral language teaching tool. Interactive smartboards, encourage a more interactive approach to teaching and learning in order to accommodate varied audio - visual resources and also teaching styles of students.

Sending students to cultural fests, such as the Jaipur Literature Festival, is one way of initiating students to the rich and wide world of Literature and Language. Through the year, students are exposed to numerous celebrations that promote appreciation of varied cultures, people and their unique characters. Often story- tellers and artists are invited to provide students an insight into different facets of India and its diversity.

6. Understand the vocabulary and terms used in different subject areas:

Each subject has its own vocabulary and technical terms which are explained to students depending on the level at which they are studying. Practicals are conducted where required to make this understanding profound and indelible. Language teachers often collaborate for a deeper understanding of different subject terms.

7. Encourage students to experiment and research the use of language as an expression of the diverse perspectives of people belonging to different cultures:

Literature is representative of the culture in which it is born, and the variety of books read by the child determines his/her understanding of varied cultures and people. To improve intercultural understanding, learning different languages is an important step. Students of Seedling have the opportunity to learn English, Hindi, Sanskrit, French and German. The teaching of Sanskrit, French and German starts from Std. VI in the CBSE School. French is optional taught up to Class X and Sanskrit and German up to Class VIII (optional language). The English, Hindi and French courses at Cambridge and IBDP help accomplish this goal.

SCHOOL LANGUAGE PROFILE

The Seedling Group encourages multilingual learning amongst students. English forms the medium of education/teaching and is the school's official language. It is also the language used for governance, management and by the academic committees. Students at Seedling Public

School and Seedling International Academy learn English from Pre-primary as their first language. Teaching of the English language continues across all levels up to grade 12. The second language is Hindi, and is taught across all levels up to grade 10 in CBSE and higher levels by SIA to encourage students to continue speaking, reading and writing the language. The third languages include Sanskrit, French and German to foster a deep understanding and to develop a love and appreciation for literature. The school invests in qualified, professional language teachers for the holistic development of student abilities. Activities are organized to incorporate appreciation for the Mother Tongue.

FOR THE DIPLOMA PROGRAM

IBDP candidates must meet the standard of fluency that enables them to 'think' in English. The candidates must, therefore, be successful in spontaneously 'decoding' (in the mind) auditory and visual stimuli in English competently as per IB guidelines.

LANGUAGE COMPETENCIES REQUIRED FOR IBDP CANDIDATES

1. Ability to 'think' in English.
2. Ability to analyse and process thoughts clearly.
3. Ability to write a structured article, expressing one's own ideas, perspectives and original research cohesively.
4. Ability of the candidate to maintain the written record of academic effort, punctuality, proactiveness and discipline shown by him/her during the program.

Group-1

Language: Keeping in mind the language competencies of the DP cohort, the program selected for Group 1 is English Language and Literature Course. The option of offering Hindi as language A is open for students who wish to take up the same.

These languages will be offered at both the Higher and Standard levels which will be decided based on the course of study in previous classes, proficiency, individual counseling and teachers' discretion.

The aims of the language A course will be to:

- Introduce students to a range of texts from different periods, styles and genres.

- Develop in students the ability to engage in close and detailed, oral and written communication.
- Encourage students to recognise the importance of the contexts in which texts are written and received.
- Encourage through the study of texts, an appreciation of the different perspectives of people from other cultures and how these perspectives construct meaning.
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts.
- Promote in students enjoyment of, and lifelong interest in, language and literature.

SUPPORT FOR STUDENTS NOT PROFICIENT IN THE LANGUAGE OF INSTRUCTION

Teachers at Seedling are receptive to students' needs and may provide individualized instruction to those struggling with language learning. Efforts may also include using different resources with different levels of language complexity, as well as altering the mode of instruction, questioning and other assessments.

Group-2 Language B

The school offers as Language B French Ab. Initio (for a beginner), French SL(students with previous exposure in learning French) ,Hindi SL/HL(for students with previous exposure of 4 to 10 years exposure in learning Hindi). Also the option of English B is open for those who wish to pursue the same. A student who has studied French previously will not be allowed to take French Ab initio.

These languages will be studied in the context of the culture and actual setting. Evaluation will include awareness of the culture whose language is being studied. A student may take up any other language (offered by the IB) as a self taught subject if the school can provide adequate support and the parents / student(s) take responsibility for their own learning.

Group 3, 4,5 and 6 Subjects

Every subject has its own language including command terms that are subject specific and technical. All candidates will be taught terms specific to a subject and they will also be allowed the use of a dictionary for translation as required IB guidelines. The medium of the instruction at all times will be English. However, the students may express their understanding of a concept dealt within the classroom in their mother tongue/ additional language.

SUPPORT FOR THE MOTHER TONGUE

The Seedling group, and SIA in particular, appreciates that a large cohort of regional languages is spoken by the school community and offers advice and support to students who wish to enhance their knowledge of the mother tongue.

- The school promotes maintenance and enrichment of the mother tongue by encouraging families to continue speaking, reading and writing the language at home.
- Several opportunities at school such as assemblies and inter house events provide a platform for having mother tongue through enactments, street plays, talks and song and dance presentations. A Mother Tongue Club shall work towards exposure ,enhancement and enrichment of students Mother Tongue.
- The school may consider a request for provision of classroom space to teach such a candidate, if, space is available and the governing body has approved the same. Any remuneration to be paid to the teacher will be borne by the parents / guardians and will be their sole responsibility.

ADMISSIONS REQUIREMENT

To assess whether prospective DP candidates have the skills and language proficiency in accordance with the above mentioned standards, a set of assessments will be conducted for all prospective DP candidates prior to admission. A written test in general English /Hindi followed by an interaction / interview will be conducted for admission to the IBDP programme to confirm proficiency of the candidate in English, Hindi/ French . This is followed by a session to counsel the student on the level of the Language to be studied. This interaction also helps to determine if ESL support is required.

ASSESSMENT

- All assessment materials will provide test instructions and minimum scoring requirements in English.

- To equip DP candidates with appropriate language proficiency, a large percentage of the internal assessment in each subject will consist of group discussions, class presentations, extempore, debates, speech, etc.
- The focus of assessments in Languages A and B will be on the extent to which students have been able to understand the concepts taught in class, relate them inter culturally and reflect on their application in their day to day lives. Accuracy in spellings and grammar etc. will be treated as matters of secondary importance.

LANGUAGE POLICY FOR SEN STUDENTS

Students with special needs are identified after being observed by the subject teachers and referred to the Special Educator. In collaboration with the subject teacher, management, Special Educator and the parents, a course of action is then devised to help them with an individualized educational plan.

A student with special needs may also be exempted from learning the additional language/s based on the recommendations of the diagnostic reports obtained from registered testing and evaluation authorities and submitted to the school.

ENGLISH AS A SECOND LANGUAGE (ESL) SUPPORT

The main aim of ESL is to facilitate students who are not proficient in the languages. ESL support enables the learners to reach the required academic level.

ESL support is offered to students whose mother tongue is not English and those who have difficulty in following lessons where English is the medium of instruction.

The ESL teacher provides support to the students to attain competence in the four skills of Reading, Writing, Listening and Speaking.

PROFESSIONAL DEVELOPMENT AND TRAINING

All teachers are language teachers. Heads of departments and subject facilitators will attend IB professional development workshops regularly for Languages A and B. This will keep them abreast with changes in the curriculum, trends in teaching and learning and will also update their skills. The facilitators will also follow the language teachers' forums as well as updated resources on My IB.

Experts will also be invited from time to time to conduct workshops for specific areas as required.

The school always attempts to recruit teachers who are fluent in English and often conducts learning training for Non-academic Staff.

REVIEW OF THE LANGUAGE POLICY

The Steering Committee for review of the Language Policy consisting of the Principal, Vice Principal, DP coordinator, language facilitators, CAS and TOK Coordinators who will determine annually as and when support needs to be given to the various categories and levels of languages taught in the school. The policy will be revised every three years or sooner if changes in IB regulations demands the same.

The level of support for language may be enhanced or reduced depending on the report regarding proficiency and skills of students. Collaborative planning and meetings of the facilitators and the DPC will assess the effectiveness of the current policy and the areas requiring review. Parental feedback is an important during the review process.

COMMUNICATION OF LANGUAGE POLICY

The Language policy will be communicated to the SIA community through multiple pathways including orientation programmes, open forums, E-mails, staff meeting and school website. Fresh recruits to the academy will be introduced to the policy at the time of induction.

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