



## **LANGUAGE POLICY**

### **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) Jain Vidyalaya Vision Statement**

Jain Vidyalaya aims to create the leaders of tomorrow who are physically, psychologically, intellectually, and ethically strong, to overcome all challenges with ease in every sphere of life.

We endeavour to do this by providing an engaging curriculum enabling students to overcome all the challenges in the present and strive to become leaders of tomorrow who will confidently face the challenges that they come across.

### **C) Jain Vidyalaya– Philosophy of language teaching and learning**

Exploring and maintaining cultural identity, intercultural understanding, and personal development all depend on language. It is not just the primary means of social communication but also closely associated with cognitive development. Since language is essential to learning and literacy, academic performance is directly correlated with it. (In IB programs, learning in a language other than one's mother tongue)

At Jain Vidyalaya, we consider language to be the foundation and essential component of education. It is the instrument that is essential to creating men and developing characters. It is essential for preserving kids' cultural identity and emotional stability in addition to helping them develop their cognitive and psychomotor abilities.

Every student is an individual with a variety of experiences, skills and interests, which has to be considered in the teaching-learning process. In Jain Vidyalaya, we cultivate an international mindset by promoting cultural identity, intercultural awareness, and global citizenship in a demanding and inspiring bilingual environment.

*Ref: IB, Standard A, Practice 4*

We need exceptional global citizens who, while entrenched in their own culture, recognize and embrace world culture, as we live in a continuously changing world where cultures are convergent.

*Ref: IB Standard C3, Practice 7*

The predominant language taught in the school is English, which also serves as the medium of teaching. We make an effort to offer a well-rounded language program that incorporates written, spoken, and visual language. The program integrates language into every subject. All of the teachers at the school are regarded as language teachers.

*Ref: IB Standard C3, Practice 8*

Our goal with the IB language programs is to create competent, enthusiastic, inquisitive, and self-assured writers, watchers, presenters, speakers, and listeners. Every language lesson is contextualized and relevant. Although this background is constantly changing, it is based on real-world events, the neighborhood, and a wide range of text formats.

*Ref: IB Standard B2, Practice 11, Ref: IB Standard C4, Practice 1*

#### **D) Language Profile of students at Jain Vidyalaya**

English is the medium of instruction at Jain Vidyalaya all the educators are also Language teachers. It is the main curriculum-wide connecting factor.

For all reasons, English is the required language of communication. The majority of operational and developmental activities at the school are conducted internally in this language, which is also widely acknowledged in the host nation. Additionally, academic committees, management, and governance all speak it.

In all schools students begin learning Hindi and Tamil in LKG and study the languages in accordance with age and ability level requirements.

Additionally, this is required by the national and state language policies. The bulk of students have comparable cultural and linguistic backgrounds. The school concludes that learning more than one language will benefit a child's overall growth as well as their capacity for cross-cultural comprehension and global thinking.

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

1. Majority of the students have Tamil as their mother tongue/ native language.
2. A small percentage of students have other Indian languages as their mother tongue such as Hindi, Gujarati, Telugu, etc.
3. The Language profile of the trust that governs the school is Gujarati.
4. All students are first language learners of English.
5. English is the medium of instruction and documentation which is commonly acceptable to the students, staff, parents and the school Governing body.

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

Our goal at Jain Vidyalaya is to help students become more fluent in their target language by using the appropriate pedagogical method. Interactive language education techniques are frequently employed to shift the focus of the classroom toward student participation and communication practice. The school evaluates students' learning using a variety of methods and resources. (C4:3 in the Program Standards and Practices) Here, the goal is to motivate students to practice speaking, listening, reading, and writing in their target language on a regular basis. The exercises could involve group brainstorming, pair and share exercises, Q&A sessions, and more.

It is necessary for the students to keep up and finish a language portfolio in order to record their educational experiences and offer proof of their language engagement and growth.

Linguistic, metalinguistic, sociolinguistic, pragmatic, and intercultural abilities and competences are all involved in learning a second language. As a result, language development will be associated with both professional and personal competencies that encourage contemplation and analysis of the ways in which language learners acquire these qualities and the ways in which teachers impart them.

[Ref: Language Development Guide](#)

A few recommended tactics to guarantee that each student has the chance to realize his or her full potential are as follows:

Checking vocabulary:

- Eliciting
- Modelling Target Language
- Thinking Aloud
- Modelling Activities
- Student Thinking Time
- Recasts
- Error Correction
- Incorporating Small Group And Pair Work Into Lessons.

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 etc.,

Planner activities use :

- Written Language
- Oral Language
- Visual Reading.

*Ref: Language development guide: Language development objectives*

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

A child's mother tongue serves as the foundation for his initial understanding of the outside world. The acquisition of one's mother language is crucial to a child's overall development. It is essential for conceptual and skill acquisition as well as for elucidating a child's feelings and mental processes. It guarantees improved intellectual and cognitive growth, fosters a stronger bond with his culture, and facilitates the acquisition of new languages.

At Jain Vidyalaya, we acknowledge the profound influence of language and mother tongue have on the formation of an individual's social and cultural identity. A solid foundation in one's mother tongue fosters self-worth, confidence, and a deeper awareness of oneself. Being a member of the Interact club we do promote cultural and heritage based awareness in general. We also gain from maintaining ties to our heritage and culture through speaking our mother tongue.

We think that forming culturally grounded, global citizens is important. The IB concept states that understanding your mother tongue is essential to understanding your origins and culture. Learning a target language gives students a more global perspective, and by thinking critically about the values and behaviors of the target language, they are able to recognize the parallels and differences between the target language and their own cultures. Therefore, in order to assist pupils appreciate both their own and other cultures, it is vital to enhance aptitudes in the students' mother tongue.

The educational institution acknowledges the significance of multilingualism in the process of teaching and learning. In our school, there is a lot of usage of the mother tongue and national language during festivities and holidays. Instructors are urged to make the most of this without diminishing the significance of English language development. The mother tongue program is crucial to the growth and validation of the student's identity and personality.

The library offers students a wealth of tools and materials and is a vital source of support for the mother tongue and other global languages according to the necessity. The school will plan a variety of cultural outings for instructors and students in an effort to reinforce the value of maintaining local languages and cultures. As students complete the service learning component of the core and engage directly with the local community, they are also exposed to the language and culture of the host region.

### **G) Language and Cultural Studies as an IBCP core**

Language and Cultural Studies honors each person's distinct, enduring relationship with language acquisition and cross-cultural comprehension. It seeks to provide students the intercultural awareness and language proficiency they need to interact in settings where the language they are studying is spoken. Through this approach, students are inspired to venture outside of the classroom and develop an appreciation for cultural variety by broadening their worldview. It gives students the chance to exercise reflection while tracking their advancement in language proficiency and cross-cultural interactions. It enhances pupils' language and communication skills in writing, speaking, and visual aids.

Here, the language that best fits the needs and background of the students is studied. With an eye on their future goals, students can opt to study the language of their host nation or a different culture. They might select a language that will help with a CP core need, like a service-learning trip abroad, in order to enhance PPS and supplement the school's CRS program.

In an effort to encourage multilingualism and an open mind, Jain Vidyalaya offers English language instruction. Pupils will invest a minimum of fifty hours in developing their language skills in any or all of the following areas: writing, reading comprehension, oral communication, and visual representation.

The school library's resources are well-suited to help students with their Language and Cultural Studies

### **H) Assessment:**

The school determines the language development assessment, which may consist of both individual and group evaluations.

It is mandatory for all students enrolled in the IB Career-related Programme (CP) to keep up and finish a language portfolio. Every month, a designated language instructor will review each student's language portfolio and have a progress meeting with them. The CP evaluation may include a sample review of the language portfolio, but the IB does not evaluate it.

Jain Vidyalaya conducts an evaluation to determine each learner's language phase. A student's proficiency, involvement, and proof of language progress are displayed in their language portfolio, which is a part of the CP core. It serves as a tool for them to reflect on their practice while tracking their advancement in language proficiency and cross-cultural interactions.

The remaining components of the CP core are developed at the same time as the language.

### **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 Jain Vidyalaya accept assignments and assessments in English.

## **J) Role of the library at Jain Vidyalaya**

The Jain Vidyalaya 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 Jain Vidyalaya 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, encyclopedias and e-corner 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 Duo lingo and Mondly, e-books and YouTube.

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**

Jain Vidyalaya 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. Jain Vidyalaya endeavors 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**

The language policy is developed with the socio-cultural context of the community in mind. It is adaptable and dynamic, adapting to meet the ever-changing demands of the student body. It is the result of discussions, polls, inputs, comments, and engagements with different stakeholders. To draft the Language Policy, a Language Policy Development Committee made up of educators, librarians, administrators, IB programme coordinators, parents, students, and other members of the school community will be established.

The following key steps will be 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 Policy Development 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**

- Programme standards and practices
- Guidelines for developing a school language policy, by IBO
- IB Website
- Internet Sources

*# Jain Vidyalaya is a candidate school\* for the CP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.*

*\* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.*

*For further information about the IB and its programmes visit <http://www.ibo.org>.*

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### References:

Jain Vidyalaya website and internal document.

IB website: [ibo.org](http://ibo.org)