



JAYSHREE PERIWAL International School



(FORMERLY KNOWN AS STEP BY STEP INTERNATIONAL SCHOOL, JAIPUR
Mahapura SEZ Road, Ajmer Road, Jaipur Ph. 9782744444, 9782744445)

LANGUAGE POLICY

We believe that language is a powerful tool that opens the gateways of understanding for our own and other cultures. Language enables us to communicate our identity, as well as explore and sustain our cultural identity. Moreover, through exposure to other languages, we explore our understanding of the world and develop a key IB trait of fostering other perspectives and promoting international-mindedness. Language is fundamental to social, emotional and cognitive development in preparing us for lifelong learning- social communication, critical thinking, research and self-management. This is why we want our children to know how to use and appreciate the power of language with integrity.

At JPIS the Committee that formulates the School Language Policy consists of the following people – Director, Head of School, Senior Leadership Team, librarians, subject teachers, along with parent and student representatives. The goal of this document is to collectively organize the views of the school community and communicate to the community the language of instruction, the classification of languages offered, foreign languages available, language proficiency requirements and assessments. All these are done in accordance with the guidelines of school philosophy and language policy guidance communicated by IGCSE and IB. The Language Policy is reviewed annually.

Our School's Vision for the Language Policy

Language of instruction at Jayshree Periwal International School is English. The students come predominantly from the local Indian communities, with a majority of them having Hindi or other local dialects as the language spoken at home. However, like most urban Indian students, our students are bilingual and can communicate effectively in both English and Hindi. We have very few children whose mother tongue is Thai, Korean, Chinese, Spanish, German or French. Proficiency in English is indispensably important in today's world hence parents insist on the school to focus on and ameliorate their children's English language skills right from the earliest days while they themselves take over the responsibility for their child's continuing practice of his/ her native language. English is also the school's internal working language, and therefore all communications made to the stakeholders of the school are primarily in English.

The language policy is for the purpose of standardization across all classes and subject areas of the school with the aim to provide knowledge and learning experiences that have global significance and provide students the opportunity to explore the similarities shared by people of all cultures and at the same time to respect differences.

The context of language learning should in practice be as authentic as possible. Language should never be used intentionally to exclude others. Although the development and maintenance of mother tongue languages are encouraged, our primary goal is to develop fluency in English. It is with this goal in mind that we actively promote and encourage all students to use the language in formal and informal situations throughout the school, unless otherwise directed. This includes playground, library, cafeteria, etc.

School Language Profile: Beliefs, Values and Practices

At Jayshree Periwal International School we recognize that language is a driving force and a vehicle for integrated, trans-disciplinary and inquiry-based learning. Learning about how language works and also learning through language are the principles integrating elements across the length and the breadth of the curriculum. Learning via language, about language and its functionality are important facets of the curriculum. Language is an important way of knowing, analyzing and communicating. This is deeply embedded in the core ethos of academic structure.

The power and richness of language along with the love for literature is an integral part of the entire curriculum to expand horizons and build experiences. To achieve this, the school ensures that:

1. Students regularly read literature and non-fiction books and texts.
2. Texts are read in and out of class, and then discussed, debated, compared and analyzed by students with teachers acting as guides.
3. Books are carefully selected to reinforce the concept and ideas being taught.
4. Emphasis is given on how students interpret, respond to, react and reflect on various ideas, attitudes, feelings and emotions – socially, culturally and personally. This is ensured through the systematic implementation of the Unit Planners, attributes of Learner Profiles, Internationalism, CAS and ATL and student and teacher reflections.
5. There is a wide range of reading material (print and electronic) to cater to students with different mother tongues.

Mother Tongue Support

Mother Tongue (MT) is the language children learn first at home and speak throughout their growing years. At JPIS we respect and value MT as it is central to gaining higher cognitive skills, cultural development and transmission of cultural identity.

1. Mother Tongue of the host country (Hindi) is taught at school from Kindergarten to Grade 8 compulsorily to all students. In IGCSE and IBDP Hindi is offered along with other languages.
2. The school seeks to provide its students with ample opportunities to read, write, and speak in their MT in situations where we believe this will enhance the quality of teaching and learning and consequently, student understanding.
3. Students undertake a variety of extra-curricular activities in the MT. These include every kind of cultural pursuit.
4. Students who have a foreign language as their MT are tutored separately and given opportunities to learn the same at school. Foreign language teachers also help the students understand concepts of other subjects in case there is little or no understanding of the same by the student. Example: a student whose MT is French is explained a business management concept in French till his language skills improve. This is a challenging task; hence, our endeavor is to constantly improve English language of all students. For enrichment of their MT the school offers advice and information on other language resources available in the city.
5. However, the school counsels IBDP students and parents that an Extended Essay in MT does not challenge the abilities of the students. To further instill this concept, students are advised to choose only challenging and unique research projects in MT Extended Essays. However, students who choose to study Hindi A are encouraged to take up Extended Essay in Hindi.

Language Development Policy at PYP

1. Language is the most significant connecting element in fleshing out the learner profile, together with the five essential elements of the programme- knowledge, concepts, trans-disciplinary skills, attitudes and action informed planning and teaching and assessing language at JPIS. Language at JPIS in the PYP is seen as pervading the whole curriculum. Language learning is spread across subject areas and through the programme of inquiry and all PYP teachers are language teachers. English is the language of instruction through which the students access the PYP curriculum and the second language is Hindi.

2. Teachers plan learning experiences in languages with meaningful and enjoyable contexts which the learners can relate to; this enables the latter to transfer and apply their learning and conceptual understanding to new situations. This progressive approach to conceptual development, coupled with the element of enjoyment lays down the foundation for lifelong learning.
3. In the PYP we believe that listening, reading and viewing and expressing through speaking, writing and presenting go hand in hand and hence, promote integrated language development. The three strands of communication: oral, written and visual are interwoven and interrelated and not taught in isolation. The school also sees culturally diverse literature as a powerful means to develop international mindedness and attributes of the learner profile in all learners. The library resources reflect this belief in its collection of picture books, folk tales, bilingual books etc.
4. JPIS endeavors to make students proficient and fluent in usage of all forms of English language by the end of the PYP years, by:
 - Promoting integrated language development.
 - Using language as a trans-disciplinary element throughout the curriculum.
 - Using a literature-based approach for learning language.
 - Encouraging appropriate cooperative discussion in the classroom.
 - Encouraging reading for meaning.
 - Using differentiated reading engagements selected according to interest level, readiness and proficiency.
 - Using a variety of learning experiences with the teacher scaffolding through strategies for the student to build on his or her own learning.
 - Viewing writing as a process.
 - Teaching students to read and research using multimedia resources.
 - Using language for creative problem solving and information processing.
 - Using a range of appropriate assessment methods such as portfolios, conferencing, writing sample analysis, response journals.
 - The school has developed a language scope and sequence document for the primary years.

Language Policy from Grade 6 to 12

All language teaching at the school is inquiry-based and is taught in accordance with the school philosophy in conjunction with guidelines from IGCSE and IB Standards and Practices. Language development is done by the integration of Oral (Listening and Speaking), Written (Reading and Writing) and Visual (Viewing and Presenting) skills.

1. Oral Communication is emphasized through individual Student Reports and Presentations in units that help students express themselves.
2. Continual Reading Assessments are done, especially in lower classes, in order to chart the progress of every student over time. Students need to empower themselves to comprehend and analyze what they hear and read.
3. Writing is of immense importance and the students are required to produce independent and original works ranging from book reviews, persuasive speeches, debates, poems, letters, stories, posters, lyrics, scripts, narrative and analytical essays. Students are equipped with the necessary skills at all grade levels to ensure strengthening of language skills.
4. Students are exposed to a range of communication avenues that include theatre, television, computers, video clips, signs, symbols, painting and photography. They use these different media to gather and interpret information and utilize the same for formative and summative assessments.
5. Language Assessment is a continuous and comprehensive process which is reflected in the multiple teaching-learning styles and strategies, such as:
 - A Portfolio of the student's writing is recorded and passed from one grade to another.
 - Language teaching is not restricted to a block of time or assigned to a single teacher. All teachers act as language facilitators at all times of interaction and communication.
 - The Library plays a central role in facilitating language teaching and learning.
 - The on-going language development is viewed as a shared responsibility of all teachers, parents and students.

Additional Language

1. Other than English and Hindi an additional language is required from Grade 6 onwards as it enriches our intellectual and social growth.
2. French, Spanish and Sanskrit are offered as the additional third language and taught keeping the IB Standards and Practices in mind.
3. In Grade 9&10 English Language and in Grade 11 & 12 English A or English B is compulsory for all students. Options are provided for second language. Foreign students can also study School Supported Self Taught Language in Group 1 of IBDP. This can be studied at SL in circumstances “where no teacher of the language is available at the school” and “where an external teacher is unable to see the candidate(s) on a frequent and regular basis”¹
4. In the IGCSE students are offered several options such as Hindi/French/Spanish/Japanese as second languages. It is compulsory to study one of these. Students have an option to study English Literature as a separate subject based on their interest and aptitude in pursuing Literature.

Language classification in IBDP:

1. Group 1 –The school offers English A Literature HL/SL and Hindi A HL/SL. The English A SL students will attend the HL class and the teacher(s) will modify instruction and assessments to meet their needs. The common books and components of HL and SL are taught together; however there are extra classes where HL students are taught the additional books and are trained to attempt HL components. Students can also take up School Supported Self Taught Language in this Group. Since the school offers both Hindi A and English A Literature students are advised that they can opt for a Bilingual Diploma. There is also a provision for taking English A with any School Supported Self Taught Language A.
2. Group 2 –The school offers Hindi, English and French B at HL/SL. In language Ab Initio a student can choose an option from English, French, Spanish or Japanese. In the case of Language B, SL and HL are taught in separate classes. However, some common components may sometimes be taught together. In case a student requires a new Ab Initio language, we look for resources available within the city and get educators on part time basis in the desired language.

¹ "Handbook of Procedures for the Diploma Programme 2012." *Handbook of Procedures for the Diploma Programme 2012*. Web. 25 June 2015.

Pre Requisites for Language in Group 2

1. Ab Initio- Given to beginners or students having limited knowledge of the language. They could have been taught this language but only outside the countries where it is spoken.
2. Language B SL –Given to students who have reasonable knowledge of the language. (2-5 years of study)
3. Language B HL – Given to students who have good knowledge of the language. (minimum 4 years of study)

Pre Requisites for Language in Group 3-6

1. The Language of Instruction (LoI) remains English. All subjects have their own unique and technical terminology; language teachers assist students understand such technical terms.
2. As students come from different backgrounds and walks of life, multiplicity in the levels of language and literacy development is recognized and respected. It is addressed through differentiation.
3. After school support classes and weekend workshops are organized for students who are not proficient in English as language of instruction. ESL classes are made available to students, who find English challenging.

Admission Policy:

For enrolling students from different schools and backgrounds standardized assessments are organized before admission is granted. This is done to identify their language skills and guide them to choose their first and second languages. This is also a good indicator of how well the student will fit into the school community.

Standardized Assessments:

These are in the form of:

1. Essay – Students are asked to write an essay through which they are assessed in grammar, dictation, vocabulary, flair etc. This helps in identification of whether students will be able to reason, argue and formulate their expression in English language. For IBDP students an analytical question is added to test skills such as description, creativity, synthesis and abstraction.

2. Oral Interview – This is done to ensure that prospective students can effectively think in English and have a reasonable command of the language. They should be able to fluently speak and hold a conversation in English that will help them in various formative and summative assessments.
3. A combination of the above and a Mathematics test for senior classes is conducted and evaluated before granting admission.

Professional Development

The school shall provide training and learning opportunities for all Language teachers. These can be in the form of workshops with visiting faculties and interaction with professionals in the same field. IBDP teachers are trained at IB regional, online and in-school workshops.

Review Policy

The language policy will be reviewed annually as part of the curriculum review cycle or as and when required. The Committee for Language Policy will review the execution of the policy in classrooms and throughout the school as part of the evaluation process. The final policy is then shared on the school website.

Appendix: 1

Languages	PYP						MD			IG		DP
	Pre Primary	Grade 1	Grade 2	Grade 3	Grade-4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grades 11 & 12
Best/preferred Language - English	Lang A = English	Lang A = English	Lang A = English	Lang A = English	Lang A = English	Lang A = English	Lang A = English	Lang A = English			Lang A = English	English Lit HL or SL English Lang and Lit HL or SL
					Enrichment classes - English							
Second language	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi		Lang B = Hindi	Hindi B SL/ HL Hindi A Lit SL
								French			Lang B = french	French SL/HL French Ab SL
								spanish			Lang B = Spanish	Spanish SL/HL Spanish Ab SL
Additional Language : (French and Spanish are offered as additional languages which can be developed into second language from grade 9 level)							Lang B = French	Lang B = French	Lang B = French			
							Lang B = Spanish	Lang B = Spanish	Lang B = Spanish			
							Lang B = Sanskrit	Lang B = Sanskrit	Lang B = Sanskrit			

Bibliography:

1. "Making the PYP Happen." *Making the PYP Happen*. Web. 10 Mar. 2016. <<http://mtpyph.weebly.com/>>.
2. *Beacon Hill School*. Web. 12 Mar. 2016. <<http://www.beaconhill.edu.hk/>>.
3. occ.ibo.org
4. Gascard, E. "From Sequential Extended Regular Expressions to Deterministic Finite Automata." *2005 International Conference on Information and Communication Technology* (n.d.): n. pag. Web. 12 Mar. 2016